4-FEB 1932

THE
South Indian Teacher

Vol. V. 15th January 1932 No. I

HIGHER EDUCATION IN GERMANY

BY

DR. S. S. GANDHEKAR M. A., (HARWARD) PH. D. (KIEL).
MADRAS CHRISTIAN COLLEGE, MADRAS.

Universities are generally classified under two heads, the unitary type and the affiliating type. We, in Madras, are familiar with the latter. The universities in Germany and in Europe in general, in the United States and to some extent in Great Britain are all of the unitary type. The Universities in Germany do not have any residential requirements, the students being free to choose their own lodgings. In Germany all universities are government institutions, financed and controlled as regards policy by the State; but they are largely autonomous in the matter of selecting the professors and the teaching staff, in the matter of fixing the curriculum and also in the matter of selecting lines of research. Though they are all State institutions, they are largely free from State interference. Yet an outright communist will have great difficulty in finding a place as lecturer in political science. But this State control is least felt in science departments whose phenomenal contribution to knowledge is well-known. This illustrates the point that the highest development is possible only in freedom.

Germany has realised quite early and fully the importance of education. Though her ideals before the war were somewhat faulty, education was given a new orientation since the revolution and this recognition of the importance of education was, in itself, a great asset. The result is an intelligent public. Perhaps in no country in the world you find such an appreciation of research work and its importance as in Germany. It would be natural to expect support and appreciation in university circles; but the man-in-the-street, who hardly understands the full significance of research, has great respect for the university professor toiling day after day to add to knowledge and does not think that the State is wasting money in encouraging research. German professors have justified fully this trust. There has been a series of Nobel prize winners and the contribution of Germany to Science has been phenomenal. The development of scientific literature has been so colossal that a study of the German language has become a necessity to the scientist.

The German universities are more in the nature of post-graduate and research institutions. When the student enters the university he has a standing which will be equivalent to our fourth year class. That means that their pre-university training or what should correspond to our high schools is very

high. The university exists admittedly to train scholars and as such without research work of a positive character which must be approved by the faculty no degree is conferred. The student is free to register for courses as he likes; but he must have registered for certain prescribed courses before he can appear for an examination. There are at least two examinations after passing which the student is entitled to do research and is then called the candidate for the degree. He usually spends two to three years in the university before he becomes a candidate and another two or three years to complete his research. Research work is usually under the direction of some professor of the faculty who is affectionately called the doctor-father. After the completion of the thesis and its approval by the faculty the candidate sits for the final doctorate examination. The only degree the German universities confer is the Doctor's degree, which is Doctor of Philosophy, Doctor of Medicine, Doctor of Laws or Theology. They do not have degrees corresponding to our B.A. and M. A.

Consistent with their aim to train scholars, the German universities treat their students as potential scholars. They expect from them a high standard of work and treat them with respect and great indulgence. The student in a German university enjoys privileges and freedom unheard of elsewhere. He complies with the university rules and regulations most faithfully but will fight vigorously any infringement of his privileges. There is no compulsory attendance at classes. The student is entirely free to attend or not just as he chooses and the lecturer, much less the authorities, cannot question him why! When one enters the university, they argue, he must know fully his responsibility and if he does not, it is well that he drops out. The university exists to offer every facility and it is up to the student, to take the fullest advantage without being compelled. And he does take the fullest advantage though in the early years there are lapses due probably to the difficulty of reconciling this new-found freedom with the rigorous discipline of the pre-university schools.

The German students as a class are exceptionally painstaking, conscientious and regular in their habits. Whatever indiscreet things they might have done during their earlier years in the university, they invariably settle down to solid work and acquit themselves with great credit. They may cut their classes, but when they attend they are orderly and well-behaved and listen to the most uninteresting lecture. This is a lesson well-worth bringing home to us. The absence of this quality among our students makes itself felt later in public life. We are used to see in public meetings people talking in groups all their domestic and political troubles and in musical concerts, if they do not discuss, they begin to give us their own rendering of the music!

The university student develops during his years in the university a great thirst for knowledge and an increasing tendency to investigate and find out for himself. In the science laboratories, you find students working on their research problems with the ambition of pointing to some positive achievement rather than of finishing off a requirement for the degree. It is this spirit that has sustained the German universities and it is no wonder that Germany has been, and is, among the leaders in science.

Though Germany has separate schools for boys and girls, the universities are all co-educational. Students of both sexes attend the universities and enjoy the privileges in common. The women students are not segregated in classes and there are no special rules to protect the 'weaker sex' beyond what common courtesy demands. It is indeed a big question which is the weaker sex; the one with weaker muscle or the one with weaker will. Advocates of co-education

say that it develops fine manners in both and I can say from my experience that it is so.

The men-students mostly belong to one or other of the student clubs of fraternities which exist in every university. They are all student organisations and have long history behind them and have branches in other university centres. At frequent intervals they have socials to some of which they take their parents, sisters or girl friends and at others they introduce new students who are prospective members. Usually every club has men associated with it who are members of the faculty or responsible men in public life. The clubs are of two kinds; duelling clubs and the non-duelling ones. The former encourages duelling and trains its members in the art of fencing. Each newly admitted member must train himself fully to fight a duel and he has to fight a certain number of duels with his own comrades in the club before he can challenge any one belonging to other clubs. Reasons for a challenge are mostly trivial but a challenge is a challenge and has to be accepted.

'Die Mensur' or the Students' duel is fought with real swords usually outside the town limits in a special place which looks like a small battle-field with stains of blood all round, bandages, iodoform smell and doctors in attendance as in a field hospital. No woman is allowed inside this fighting place. The rules regulating the duels are rigidly enforced so that no fatalities occur; yet the fighters receive on their faces serious cuts or lashes which leave permanent marks for life. It is considered by the vast majority of students, and by the general public too, a point of great honour to have these cuts. To possess a smooth face without any marks of duelling is considered 'womanish' or what is worse, foreign. The women disapprove of duelling in theory and yet they like their sons and nephews to get a few cuts! The girls like the boys all the better for it.

When all is said about this medieval custom it remains a barbaric custom. The recent laws of Germany prohibit duelling; but what can laws do in the face of tacit approval by the public and the passive acquiescence of the Chief of Police who perhaps, in his day, was an ardent dueller? But the factor that is going to scrap this custom is the attitude of the student himself. I know of several who looked upon these activities as relics of barbarism, not to speak of the waste of time and energy that they entail. It is only a question of time then. I must say here, to the relief of my readers, that it is only the German students that are challenged!

Germany is a romantic country. It is a place for scholars and artists. Her theatres exert a chastening influence on the public and German composers are among the highest. Her artists are given a higher and more honoured place than is accorded to her civil servants. Germany is a place where merit without patronage can rise and achieve the highest. And when you can say that much about a country, her future is assured.

THE MONTESSORI SYSTEM

BY

MR. BANKIM CHANDRA RAY, M. A.

HEADMASTER, KAGRAM HIGH SCHOOL, MURSHIDABAD.

No system of education is worth the name which does not take account of the child. Rightly goes the English adage, "The child is the father of the man". The impressions received in the plastic stage of life either mar or improve the future of the child. Hence the importance of the infant education, the protagonist of which was J. F. Oberlin. It is therefore quite in the fitness of things that the outstanding feature of the recent educational tendency should be the close and careful attention paid to child education. The underlying idea is that a sound knowledge of child nature on the part of the teacher is a *sine quo non* of satisfactory progress. The biological theory laying down as it does, that mind is not a fixed but an organic entity gave an impetus to the child-study movement. American educationists like Stanley Hall, John Dewey and Mariette Johnson set themselves about systematising their methods of pre-pubescent education. But something like a revolution in the domain has been brought about by an Italian educationist of the name of Dr. Maria Montessori.

By profession a lady doctor of Rome, Madame Montessori had to examine the brain of children and after careful researches came to the conclusion that feeble-minded ones needed a special kind of education. Hence she sought to elaborate, for all classes of children, a scheme of education called after her name.

The Montessori system gives a special prominence to sense-training. Like Rousseau she holds that the senses are the first faculties to take form and attain perfection and consequently should be the first to be cultivated'. The neglect of the senses in the embryonic stage is likely to lead to the atrophy of the intellectual life in the adolescent period. "In learning according to sequence, first comes sensory discrimination, then fixing the perceived distinction in language, then understanding of what is perceived." "In the earliest stage", says Montessori, "there should be acquisition of fineness of differential perception". In the education of senses, the principle of self-activity is recommended. The line is indicated but the child itself does everything. Certain apparatuses are employed and children in their attempt to master them undergo a training of their senses. At the age of three, the child learns to differentiate objects in respect of their thickness and length by fitting the wooden cylinders into holes of different size and diameter. Boards having rough and smooth surfaces and water with varying degrees of temperature are used to stimulate tactual and thermic senses. The use of insets of various geometrical figures trains the visual sense. A number of whistles and bells provide ear-exercises by the production of gradations in sound. Lastly, the sense-experiences are generalised by children who apply words learnt to external objects.

Another distinctive feature of the Montessori System is that it offers the fullest possible opportunity for genuine self-expression of the child. A full unfoldment of the undeveloped childhood is not really practicable in the unreal conditions of school

life which is characterised by short period and over-direction of the teacher. Montessori avers that 'suffocating in spontaneous action is suffocating life itself'. Hence a considerable degree of liberty is accorded to children in the class-rooms. In the Nursery School, the children are allowed to move about freely. They read when they please and do the work at their option. Movable benches are used instead of fixed ones. Tables, benches etc., are small in size and handled by the children according to their wish.

No instruction in the usual sense of the term is imparted. There are teachers indeed. Each of the thirty divisions into which the school is classified is placed in charge of a lady director. Her duty consists chiefly in directing. She observes and sets work best suited to the capacity of each individual child. Similar exercises are provided for the child who is not able to deal with the work satisfactorily. Steady progress is secured by didactic instruments. Self-correction of mistake is encouraged. The 'game of silence' is also prescribed. Children learn to sit and rise silently.

The freedom does not mean license. 'The liberty of the child shall have as its limit the collective instinct.' There does not prevail on this account a wholesale disorder in the class-rooms. Montessori is no believer in the efficiency of the ruthless rattan. According to her, discipline must come from within. It is with this end in view that she gives a full scope for congenial work, the interest in which produces concentration and ultimately self-control. 'She is no advocate of lax discipline; but she holds that we must revise our conception of discipline, especially when we are dealing with young children for whom bodily exercise and freedom of movement are among the first conditions of healthy and happy life. A repressive system of education which compels children to do what they do not want to do, and holds in check their healthy and natural activities has made repressive discipline a necessity, if any semblance of progress is to be made. The function of discipline in a school of conventional type is to shut down and sit upon the safety-valve of naughtiness, a safety-valve which the children's spontaneous energies when wantonly repressed instinctively try to use. In a school in which the energies of the children are constantly and happily employed, that safety-valve has never to be used and the need of repressive discipline ceases to be felt. In a Montessori School, each child is given the maximum amount of freedom that is compatible with not hurting or incommoding others, and so long as he is busily and suitably employed, he is not likely to hurt or incommode others, to make himself a nuisance to the school as a whole'.

Steps are taken to rouse a child's consciousness of responsibility. The sense of self-dependence is promoted in respect of dress, cleanliness and discussion in groups. Children are taught to dress themselves, to cleanse the rooms, to serve dishes, to manage gardening, to attend to domestic pets and are trained in lacing, buttoning and other useful wits. Simple operations in the direction are followed by complex ones. The whole Scheme is summed up by Montessori thus:—"To lead the child as it were by the hand from the education of the muscular system to that of the nervous system, from the education of the senses to general notions, from general notions to abstract thoughts, from abstract thoughts to morality."

Dr. Montessori is also an exponent of scientific pedagogy. New theories of education are tested in the fire of experience and subsequently developed in accordance with actual facts. Conclusions *re*: didactic methods are sought to be arrived at with mathematical exactness.

The Montessori System bears a close affinity to the Kindergarten System. In both there is the same attempt at 'self-teaching,

self-education and self-culture of man by means of voluntary self-instruction, of creative original activity and of play.'

On a close analysis, the Montessori System appears to involve the following principles:—(1) The child learns by his own individual efforts. No knowledge is to be poured in by the teacher. (ii) Instead of a mechanical and stereotyped method,, one that is quite suited to the innate capacities of the child should be employed. (iii) Volitionary interest must be the basis of all processes of instruction.

Viewed rightly, there is no genuine originality in the scheme formulated by Dr. Montessori. Much of what she says has been laid down by Rousseau, Pestalozzi and Frœbel. It is curious to note that her views coincided substantially with those of the French lady educationist Madame Necker de Saussure (1765-1841).

A child cannot, by acting as its will directs, get good knowledge and right conduct. A certain degree of submission to a wise and kindly authority is a necessity in ensuring proper behaviour and good conduct as it can check the contra-moral and strengthen the pro-moral tendencies in children. As regards knowledge, this can be gained in a better way by other means than by handling the apparatus.

The Montessori instruments cannot offer full scope for the self-expression of the child. They are too limited, too formal in character and too remote from social interest and real life conditions .The sports provided for in her system are hardly worth the name. They are not constructive enough to secure the desired results and as such vastly inferior to those of the Kindergarten. "If I were persuaded", remarks Montessori, "that the child need it to play, I would provide the apparatus but I am not so persuaded." The prevailing curriculum is very restricted in as much as there are no dramatising, no original drawing and no story-telling.

The Montessori System suffers from the want of flexibility. The experiences which it proposes to give are neither sufficiently varied nor perfectly rich. The system is based on faculty psychology which has been exploded on the ground of crudeness. Moreover, the elaborate arrangement for child-education is likely to strike at the root of family system and lead to the socialisation of children's welfare.

In spite of the criticism levelled against the Montessori System, it may be remarked that Montessori has rendered a signal service to the cause of education. There can be found in it much that is valuable from the educational standpoint. The absolute liberty that prevails in her class-rooms teaches children to live in perfect peace, amity and goodwill; and the problem of discipline is thus easily tackled. She stresses the doctrine that there must be more doing by learners and less directing by teachers. We must also approve of her re-emphasis of the importance paid to practical activities.

Other advantages are as follows:—(i) The desire to learn is cultivated and the craving for self-expression is fostered, the children taking part in their own education. (ii) The amount of freedom accorded to the students develops their sense of responsibility, resourcefulness and quick judgment.

To quote Mr. B. Dumville, "And though her system may have to be considerably modified when applied, as she is applying it, to normal children, there is little doubt that some of its essentials infused into our ordinary curriculum would do a large amount of good. If then, this system as a whole is excellent for the feeble-minded, and to a certain extent necessary for the normal children, it follows that a large amount of its principles, if not the details of its method, should be adopted with those who are neither intelligent enough to be called normal nor stupid enough to be clas-

sified as feeble-minded". Dr. S. P. Nunn makes the following observations: "Indeed the most close observer if he could pass from a class of children recently released from the bondage of the older method to one that has learnt to use the new freedom and *could compare the noisy restlessness* and aimless disorder of the former with the calm and happy self-guided industry of the latter, would find it hard to remain a sceptic. Moreover, there is good evidence, not only that children are often under those conditions much more severe task-masters to themselves than their teachers would dare to be, but also that in subjects capable of objective observation, such as arithmetic, reading and composition, they reach standards as high as and generally higher than those commonly expected of their age."

Let us bring the topic to a close by reproducing what Mahadeva Desai wrote in *Young India* after Mahatmaji's visit to the Montessori School at Islington, "In Madame Montessori, surrounded by her children one had the vision of a world set free for children."

Bulletin 1
THE XXIV PROVINCIAL EDUCATIONAL CONFERENCE

The XXIV Provincial Educational Conference will be held at Madura, about the 2nd week of May, 1932. A Reception Committee has been formed with Robert Foulkes, Esq., O.B.E., M.L.C., President, Madura District Board, as its Chairman. Teachers and others interested in education all over the Presidency and elsewhere, are requested to attend the Conference in large numbers.

Along with the Educational Conference, the Geographical Conference and a Refresher Course in Geography for the masters of Secondary Schools will be held. A Refresher Course for Elementary School Masters is under contemplation, and will be arranged if funds and other circumstances permit.

An Educational Exhibition will be held under the auspices of the Conference. The members of the Exhibition Committee request the kind co-operation of all interested in Education in making the Exhibition a success, by *sending* Exhibits. Exhibits relating to the following heads will receive special consideration:—

1. Educational Charts and Statistics.
2. Experimental Psychology and Intelligence Tests.
3. Child Education; and
4. Teaching Appliances and Apparatus on all school subjects.

Exhibits such as those that have not been shown at the previous Conferences will be preferred.

Papers on educational experiments carried on in schools, are invited. Contributors are requested to make it convenient to attend the Conference to read them and take part in the discussion.

The Excursion Committee is arranging for excursions to various places of interest in and around the District, such as Pasumalai, Palni, Kodai, Alagar Koil, Danushkodi and Tiruparankundram. A Guide Book is being arranged to be published for the benefit of delegates.

Affiliated Associations are requested to discuss the most urgent and vital problems of the teaching profession and concentrate their attention on them so that definite, practical and unanimous resolutions may be adopted without desultory discussions at the Conference.

V. Aravamuda Ayyangar,
General Secretary.

Madura, Jan. 20.

THE PROBLEM OF CURRICULUM MAKING

BY

DR. M. SIDDALINGAIYA, M. A., B. T., PH. D. DIP. ED. (COLUMBIA),

Principal, Government Training College, Mysore.

I The need for a positive treatment of the problem.

The present curriculum of the Elementary schools in India is absolutely unsatisfactory. It is entirely under the sway of a mythical faith in mental discipline according to which theory learning in order to be effective must be hard and disagreeable. The faculties of the mind, the power of logical analysis, of critical judgment are to be trained by mere observation, connection and systematization of facts. The great weakness underlying the whole curriculum is its neglect of things, problems and interests of life and its over-emphasis on the formal and the bookish. The active creative powers of children are given little opportunity for experience or development. Because of the orientation of 'subject matter specialists' who have dominated its construction, the curriculum has been developed subject by subject, grade by grade one unit in isolation from another.

The improvements so far made, are without any fundamental principle. They are spasmodic, personal, temporary and local. They are made by the process of elimination and accretion. They are but a sort of patch work. As Charters put it, the curriculum has become the amorphous product of generations of tinkering.

Looking at the hopelessly poor results of our efforts in the cause of mass education, I think it is high time for us in India to discard the traditional curriculum and effect a thorough-going constructive revision in the light of the present day educational theories. The educational leaders of the country must produce a curriculum suited to the present day Indian life from a synthetic view of it which shall embody its 'urbano—rural' social, economic, cultural and political aspects, laying for greater emphasis upon the real and the practical in life, upon the interest and activities natural to children and upon the present needs of the children adapted to their capabilities.

What then is the problem? It is just to get rid of the prejudicial notion that there is some gap in kind (as different in degree) between the child's experience and the various subject matter that makes up the course of study. . . . Abandon the notion of subject matter as something fixed and ready made in itself, outside the child's experience; cease thinking of the child's experience as also something hard and fast; see it as something fluent, embryonic, vital, and we realise that the child and the curriculum are simply two limits which define a single process. . . . It is continuous reconstruction, moving from the child's present experience out into that represented by the organised bodies of truth that we call studies".[1]

So in the words of Dr. Harold Rugg, one of the foremost frontier thinkers in matters educational, "it is not refinement of existing 'subjects' that is most sorely needed; it is rather the radical reconstruction of the entire school curriculum."

II Procedure towards radical reconstruction:

How should we, then, proceed towards the radical reconstruction of the curriculum? First, we need to know the principles of curriculum making; second, we *need to have a new conception of learning*, subjectmatter and curriculum.

It seems to me that nowhere else in the world has this problem of reconstruction of the curriculum received so much attention of the educators as in U.S.A. There is a vast amount of literature written by different educators. But the work done by the distinguished committee of the National Society for the Study of Education and published as Part II of the Foundation of Curriculum-making is of universal importance and applicability. It contains a composite statement signed by all the members on the Committee and the supplementary statements of most of the individual members. To know the principles of curriculum-making, I need only take extracts from that composite statement.

a. The next practical steps in curriculum-making.

1. Regard for child growth and effective social life.

In curriculum-making, attention should be given to the interests, needs and activities of child life and of adult society.

2. Scientific study of Society:

The curriculum-maker must become a student both of the child and of society and the accumulating experience of the race.

Curriculum-making includes three technical tasks of major importance, the determination of the ultimate and immediate objectives of education; the experimental discovery of appropriate child activities and other materials of instruction; and the like discovery of the most effective modes of selecting and organising the respective activities of the respective grades of the school.

3. Social improvement:

The children must be brought to a progressive understanding of their responsibility for social progress and of problems, practices, and institutions of social life. Throughout their short careers, pupils should be given opportunities to think about these problems and institutions, to develop attitudes of understanding and to perfect habits of right conduct and creative self-expression. Because other agencies such as the home, the press, the church, the platform, cannot exert an adequate educational influence for social improvement, it is imperative that the systematic curriculum of the schools should consider definitely the problems, economic, political, social and individual life. Only through frequent and definite practice in clear thinking and right feeling about these problems and issues can children grow in the power to meet them.

4. Social integration:

A proper integration is necessary to satisfy social life.

The common materials of the curriculum . . . should be so used as to include the important attitudes, generalisations and appreciations and an undertaking of the important institutions and problems of life, as well as the conventional skills and knowledge which hitherto have played a dominant role.

The curriculum should provide for individual differences.

5. The place of the school subject in instruction:

Some of the barriers between school subjects hinder true learning, rather than promote it. From the study of industrial, political and social life, it is clear that the present subject divisions of the curriculum tend in some cases

to isolate meanings, principles, movements, and forces which, to be truly understood, must be studied in the close relationships of their natural setting.

Therefore the necessity of grouping in broader units much material which is now distributed through several distinct school subjects.

The materials of instruction should be assembled from the starting point of the needs of the learner, irrespective of the content and boundaries of existing subjects. Where the needs of the learner in one field demand new subject matter or make the use of subject matter from another field desirable, the present content of the subjects and the subject matter divisions should not be permitted to act as barriers to the improvement of instruction.

The criterion, therefore, which should exercise the greatest control over the organisation of the materials of instruction is the criterion of true learning. Meanings, principles, institutions, modes of living, should be discussed in such natural relationships that youth can develop reasoned control over them. Pupils must come to view the forces as well as the structures of society as a whole.

As the organisation of the curriculum proceeds, therefore, some existing subject divisions may disappear as separate units in the curriculum; some may be retained and new ones may make their appearance. Efforts are to be made to construct curricula in terms of purposes and activities, rather than in terms of subjects.

6. Continuous and comprehensive curriculum study:

Curriculum study should not only be carried on continuously, it should also be comprehensive. The curriculum-makers should seek on every possible occasion to develop systematic, broad views of the world. Especially should the treatment of human relations be of a type which will include as many lines of consideration as can efficiently be brought together in the experience of pupils. . . This means especially that the personnel of Committees shall be constituted of persons of varied interests and equipments. They should include some person interested and equipped for the scientific study of society and still others who are subject matter specialists. . . . The materials shall be organised so as to ensure economical and efficient learning.

7. Measuring the outcomes of institution:

To serve a useful purpose, tests must be fitted to the requirements of the curriculum and to the requirements of method. They must be determined by the purpose set up in the curriculum for the group of children being tested.

8. The roll of teacher-training institutions in the reconstruction of the curriculum:

Our teacher-training institutions should not only prepare prospective teachers to teach in the public schools as they now exist, but should also make difinite provisions to prepare them to help bring about the better instruction contemplated.

9. The extent of local adaptations in curriculum-making: The curriculum will contain much material common to the country as a whole. Every locality, however, should employ local illlustrative material.

Some have wished the rural child so educated that they will stay on the farm. The individual should, however, be so educated that he can choose wisely his own life and occupation. Any infringement of this principle is to be deprecated. However, nothing herein should be construed as suggesting that it is not the duty of the rural school to make rural life as attractive and efficient as possible.[3]

b. *Now regarding the new conception of learning, subject matter and curriculum.*

In the composite statement referred to above, the committee emphatically state that "advantageous learning is never gua-

ranteed by mere formulation of subject matter which is used in instruction."

But, what according to the Committee, will guarantee advantageous learning? Note their statement:

"Meaning grows only through reaction. . . ."

"Advantageous learning affects favourably the individual's behaviour."

"Learning for the educator, . . . is not satisfactory until the new way of behaviour (that is the new mode of response) has been so built into the learner's nervous system that it may be reasonably expected to function efficiently when the proper time comes."

"The term, true learning, therefore, is applied to any change in the control of conduct which permanently modifies the individual's mode of reacting upon his environment."

"The final test of learning is the emergence of appropriate conduct."

These concepts, therefore, emphasise reaction, active response, changes in conduct and the building of new ways of behaviour into the learner's experience.

Subject matter takes new meanings likewise. The new subject matter does not consist of "facts, processes and principles" to be learned. "From one point of view subject matter will be conceived as the best mode of behaviour that the race has discovered; from another point of view, the actual ways of responding that the learner is building into his own character."

What then is the new conception of the curriculum?

"The curriculum should be conceived, therefore, in terms of a succession of experiences and enterprises having a maximum of lifelikeness to the learner. . . It is the task of the teacher and the curriculum-maker therefore, to select and organise materials which will give the learner that development most helpful in meeting and controlling life situations. The method by which *the learner works out these experiences*, enterprises, exercises, should be such as calls for maximal self-direction, assumption of responsibility, of exercise of choice in terms of life values".[4]

So the curriculum is to be a reflection of life purpose. As children are living and *participating in various activities at all* times outside of school, the school is to be a supplementary part of the life which it attempts to enrich. The curriculum must therefore reflect the interests and purposes of social life which it desires to promote and *provide such materials from the experience of the past* as are required by those very interests and purposes for their fuller satisfaction.

This new curriculum is to be built upon the theory advocated by Dewey and others *that the individual is a bundle of* impulses seeking expression and that the mind is a way of behaving in promoting self-expression.

This bundle of impulses can for educational purposes be grouped under five heads: (1) The play impulses, (2) The social impulses, (3) The investigating impulses, (4) The constructive impulses, and (5) The Art impulses. The educator must make use of these impulses effectively in *terms of the objective of life.* What experiences, satisfying these impulses or connected with them, will aid in the development of health? What will promote practical efficiency? What will make the use of leisure most wholesome, and *satisfying?* Such are the questions that are to be answered in selecting and organising the materials which make up the school curriculum.

"The school curriculum, *therefore*, becomes *a series of purposeful* activities (or projects) in meeting life needs in the best way. The teacher's problem lies in helping to bring about the feeling of these needs in some orderly arrangement and in so directing the activities that pupils dis-

cover and use the most potent knowledge and the best methods of procedure".[5]

The next question naturally arises! What can such a curriculum be expected to accomplish? Does it enable the child to attain the mastery of the three R's to gain the knowledge that is required? In short, can such a curriculum do all that the traditional curriculum has done?

An emphatic "Yes" would be my answer. It not only does all that the traditional curriculum has done, but does much more that is essential to human growth. It helps the children to realise life purposes.

What are life purposes? They are health, practical efficiency, civic and social co-operation and wise and wholesome recreation. "The means of growth in these fields is by effective and satisfying participation in these activities. Meeting each day's needs of childhood is the best preparation for meeting the needs of adult life. There is no opposition between the needs of child life and of adult life. Life as a whole is a continuous process".[6]

The experience which satisfies a particular need at one time is not only of value for the occasion but it is a means of more readily and effectively meeting the later needs. Every experience is to be regarded as a stepping stone to a larger experience. This is only another way of saying that we learn to do by doing. "It includes in addition that we learn to think by thinking, we become good citizens by acts of good citizenship, we form habits and attitudes by the use of the activities which make them, and we develop appreciations by particular experiences in enjoyment".[7]

In attaining the larger particular purposes, there arise many minor problems. To go forward to the larger purposes, the minor problems that arise must be solved as means to ends. "New information becomes necessary. Facts, formulas or processes must be used accurately and rapidly or time and effort are wasted. Particular habits or processes are required in almost any large project of life, it is found necessary to read, write, spell and use some of the facts and processes of numbers with accuracy and speed. Simple forms of drawing and some manual dexterity are often required." In fact, the need for the various means is literally forced upon the children—not by the teacher—but by the situations." Reading, writing spelling, number and drawing become so necessary that the worth of learning them thoroughly becomes self-evident. Such drill-work as they require is not now isolated or meaningless. Projects in real living reveal the needs for the tools required in life and enkindle motives for their mastery".[8]

In fact, Collings has actually shown that the results of his experimental school were much better in almost all respects; i.e. "The mean achievement of the experimental school in the common facts and skills when expressed in terms of the achievement of the control school was 138·1 per cent. The improvement of the children of the experimental school in eight ordinary attitudes towards the school and education ranged from 25·5 per cent to 93·1 per cent, whereas the improvement of the children of the control schools in the same attitudes ranged from 2 per cent to 15 per cent. The improvement in the children of the experimental school in twelve ordinary phases of conduct in life outside of the school ranged from 25 per cent to 100 per cent, where as the improvement of the children of the control schools in the same phases of conduct ranged from no improvement to 25 per cent".[9].

III The changed curriculum:

a. Change in purpose:—According to Dr. Kilpatrick, the actual aims of the school are not to be the conventional knowledge or skills, but the bettering of the present child life of the pupils. The starting point is to be the actual present life of the boys

and girls themselves, with all their interests and desires, good and bad. The first step forward is to help and guide the children to choose the most interesting and fruitful parts of this life as the content of their school activity. The aim is to be two-fold, first to help the boys and girls to do better than they otherwise would, the precise things they would choose, and through the experience of more effectual activity gradually to broaden the outlook of the boys and girls as to what they might further choose and then help them better effect the new choices.

The underlying theory is first, *"The pupils must purpose what they do,"* second, *"actual learning is never single,"* third, *"all learning encouraged in the school is so encouraged because it is needed here and now in order to carry on better the enterprise now under way,"* fourth, *"the curriculum is a series of guided experiences so related that what is learned in one serves to elevate and enrich the subsequent stream of experience"*.[10]

b. *Change in content:*—The rift between the curriculum and society must be bridged. There must be a more intelligent understanding and discussion of how people live together, what kind of living is good and how to improve the kind of living. As Dr. Counts says, "The materials of instruction should be selected with a view to giving the child insight into society, the ability to use institutions, an appreciation of the value of its possessions, a watchful regard for its welfare, and a compelling desire for its improvement".[11]

c. *Change in organisation:*—There is to be according to Dr. Rugg, "a new synthesis of knowledge and a radical re-departmentalisation of the curriculum." For example, several narrow subjects, such as history, geography, civics, economics, etc., are to be integrated together as social sciences. The curriculum is to be organised as several units of study of projects, i.e., wholehearted purposeful acts carried on amid social surroundings. These projects can be classified into four heads. "The producer's project, the consumer's project, the problem project, the drill or specific learning project".[12]

d. *Change in method:*—There is to be laboratory spirit in the classroom. The teacher is to be regarded as a guide and not as a taskmaster. There is to be a great willingness to try new types of material to experiment with new groupings of school subjects and to depend more and more on objective measurements of results.

4. No standard curriculum:

As we thus conceive of curriculum as projects or units of study, we have no reason to assert that there is only one form. On the other hand, there is ample scope for good variety.

According to Dr. Kilpatrick, "The main reliance as to constituent unit of the curriculum will be pupil enterprise, individual and group, where the pupils count the enterprise to be their own and accept responsibility for its successful prosecution".[13]

"The choice of such enterprise will be the joint work of pupils and teacher, the teacher holding final authority but seldom using it. . . . The successive enterprises. . . . should not be thought of as independent of each other but rather as being increasingly integrated in the light of emerging needs and developing interests. . . . Creative work will be stressed, and everywhere, not simply in art and literature. . . . The aim will not be adjustment to any 'status quo' but such development as makes the child increasingly able and disposed to think intelligently for himself in the light of ever fuller meanings and to act accordingly".[14]

Then, is there a place for a course of study? "Emphatically 'Yes,'" as the sponsors of the new view-point declare.

In this process of curriculum making, it is necessary that a teacher should have at

hand at any stage of his teaching an outline of the general attitudes, the finer appreciations, the important concepts and meanings, and the generalisations which he wishes to secure as part of the outcome of his instruction".[15]

The next question arises, how much planning ahead? "That part of the curriculum for which selection of supplementary experience and materials are to be used as conditions locally suggest, should be planned partly in advance and should be made partly as new materials become available. The part of the curriculum which represents the daily life-situations and interests from which the immediate specific needs of students arise, should be, can only be, made from day to day."[16]

5. The change is to be slow and gradual:.

We cannot make any curriculum completely revolutionary. We cannot take leaps from one way of organisation into an entirely different one. It must be a process of evolution. Only we must set the goal in view and move slowly towards it. But there must be an entire recognition of the new philosophy of education, and a radical reconstruction in the form of units of study must begin with a redepartmentalisation of subjects into broad divisions. The reconstruction in the form of projects may be piece-meal, i.e., one unit after another tried in several schools and that in lower grades, preferably the lowest. In Dr. Kilpatrick's own words, "In large social matters, the best we can hope for is improvements not by jumps but by degrees, whereby the present bad state of affairs changes gradually into a better state of affairs as thought and effort are properly applied".[17]

6. Advantages of the village school for project teaching.

Certain elements in the rural situation are particularly conducive to the organisation of the project or activity curriculum. The 'Project' method implies a large freedom of adjustment to the needs, capacities and interests of the individual. The smaller rural unit, the greater independence of each individual and the fact that a variation in one school is not a cause of interference with another makes more feasible this adjustment to individual and local interest.

The use of this method is further facilitated by reason of the fact that the school life and the out-of-door life can be ultimately and effectively related. Projects, like the village home and its relationship to the village, the farm with intensive study of one product, the village and its relationship to the district, and the village shop and post office and their relationships to the Province, can be used with abundant results. The only criticism to be offered is that they may be too narrowly vocationalised. This danger must be avoided. They are to be used as educative experiences leading out into larger realms of knowledge and appreciations to be in keeping with the needs of the child and the cultivation of a broader world outlook.

The variety of problems presented to the child through rural experience and the fact that he is in intimate experiencing contact with many types of rural activity makes possible a wise, well-ordered and organised selection of activities possible thus enabling the educator to find 'activity leading to further activity'.

Another valuable characteristic is that the environment provides ample scope for the exercise of individual initiative and judgment. In fact as Dr. Brim says, "The rural child in his world is accustomed to the very procedure the 'project' method contemplates".[18]

7. Need for defferentiation between urban and rural curriculum:

Dr. Brim has adequately discussed this problem in his article on "The rural elementary school", published in "The Elementary School Journal" for April 1923. I

now proceed to adapt a few of his remarks to suit our needs and conditions in India.

The child's best interests and the best interests of our society demand that there should be no artificial limitations placed on the choice of his work. He should be given every assistance to self-discovery. The elementary school is to serve the child and society and not agriculture.

While this is the first point to bear in mind in constructing a curriculum for rural children, it is not the whole story. In fact it is not the most difficult part. We have answered the question "Where are you going?" We must now consider the question "Where do we start from".

Bobbit makes the following statements, "The curriculum of the school will aim at those objectives which are not sufficiently attained as a result of the general undirected experiences" or stated in another way, the curriculum of the directed training is to be discovered in the shortcomings of individuals after they have had all that can be given by the undirected training".[19]

The task of the school is to supply the "lacks' of the child's out-of-school education. What he fails to learn about the essentials of hygienic living, the school should supply, what he fails to acquire in the field of socialised attitudes and conduct, the school must seek to give him. Where his breadth and quality of interest fall short of those essential to abundant living, the school finds obligations. The school should be the complement of environmental education. Consequently, any scientific attempt to provide education for rural children must carefully diagnose and evaluate the educational forces of the environment. The school is to teach the child the things he does not learn outside of school. It is also to teach him in terms of his own experience and by means of the life around him.

The rural "lacks" are in some cases peculiar to rural children. Because a rural child's experience and environment are different from those of urban children, the rural curriculum should differ from the curriculum of the city schools. The urban children should be taught among other things to understand and appreciate the joys and hardships, the opportunities and the distinctive social service of rural people. The rural children must learn the same lesson in regard to urban folk, their life and work, if a large national community spirit is to be realised. To reach the common goal, rural and ubran children must travel somewhat different roads.

What are the "Lacks" of rural life which we must consider? An analysis of the handicaps of the rural child reveals the fact that the resources fundamental to a generous social education and individual growth are meagre. Rural interests are limited. Its social life, reduced largely to the infrequent mingling of people of a single group with a single point of view, is likely to be barren. Its standards in sanitation, in dress and in social customs and in civic and social contacts are not keeping pace with the accepted social practices. Resources available to a rural child in music and art, with reference to both their appreciative and creative aspects are sadly limited. Access to other peoples, other ideas, other interests and other ways of living is handicapped by distance. Improvement is made difficult by the nature of rural life. Moreover, to this natural handicap are added a rural conservatism that moves slowly, an independence maintained with pride and self-sufficiency that obstructs co-operative effort and intelligent use of social forces. Especially notable is the existence of an antagonism between rural and urban groups that hinders the exchange of ideas, co-operation in solving common problems, the appreciation of their mutual inter-relatedness, and the development of common interests. The work of the rural school must be adapted to the

specific conditions of the group to be served.

Let us consider the work of hygiene. What we want to do for the country children is to teach them to appreciate the importance of sanitary practices and to develop in them fixed habits. The things they must learn are those things they fail to do or do wrongly. These are certain respects in which rural people are particularly careless or ignorant. Questions of ventilation, bathing, balanced diet, recreation and cleanliness are some illustrations. Conditions vary from family to family. Some children need lessons on personal cleanliness; others do not. Rural children need some things that urban children need not be taught. This does not mean that the city children need less attention paid to hygiene but that the task will not be the same for both.

The point may be more easily made in the case of civics. Both country and city children must become good citizens. Civics, like hygiene, is best taught by having the children do something, carry out some civic activity. Rural children may clean up the school yard, make the school room attractive, plant flowers, make walks, give entertainments for their parents, clean up the breeding place of flies and mosquitoes, keep from polluting springs, etc. The city children may be taught to keep from spitting on the sidewalk, to visit the shops and study the conditions of the working man. Both rural and urban children would be developing a spirit of social service through carrying on these activities, but they would not be having the same lessons.

In short, social welfare and progress and the child's right to happiness and growth demand that the school shall do what it can to break down the barriers that limit the rural child's opportunity.

After the objectives of rural elementary school education have been determined and the "lacks" have been established by a careful diagnosis of rural needs, we have still the task of supplying the experience that will attain our ends for the rural child. In supplying these experiences for the education of the rural child, we must select the kind of work that is vital to him, closely related to his experiences and activities, and that has real social worth. Here is a great need. Those who are interested in improving the rural school may call the existing curriculum 'citified'. It is not much more 'citified' than it is 'countrified'. The fact is that it is neither. It is a formal course of a study, meaningless alike to country and city child. Formal reading, physiology, grammar, history of wars and the geography of capes and bays are equally foreign to all. We must vitalise the work in a very real way by introducing agriculture, rural reading, rural arithmetic and by providing more of nature study and manual training. The child should read about the crops, the birds and flowers. He should study local geography and the relation of the local activities to earth conditions. He should see arithmetic applied to the daily problems of the school and of the farm and the home. History should give meaning to the breed of cows in his father's barn, to the furniture and appliances in the house and in the school room, to the machinery in the farm and to the customs and life activities of the community. Art should have a closer relation to the beauty of the bird, the flower, the sunset and the starlit night. Music should teach him to appreciate the song of the bird and the murmur of the wind, the rustle of the tree and the ripple of the stream. Education should deal with life about him in order to make it more meaningful and more significant to him and make him more effective in meeting its many tasks. [20]

The village school, therefore, must not only be a centre of intellectual life but also the centre of economic life. "It must cooperate with the village around it, cultivate

land, breed cattle, spin clothes, press oil from oil seeds; it must produce all the necessaries, devising the best means, using the best materials and calling science to its aid. Its very existence should depend on the success of its industrial activities carried out on the co-operative principle which will unite the teachers and students and villagers of the neighbourhood in a living and active bond of necessity." [21]

We must not fail to note that the physical, social and psychological factors of the countryside necessitate numerous differences in the projects and problems about which rural curriculum should differ from urban curricula. Therefore, "until we have curricula difinitely planned to achieve educational objectives under rural school conditions, we shall not have . . . effective rural education . . . until we have a specially adapted form of curriculum made to the specification of the one and two teacher schools, it is practically impossible for them to cope with the full elementary educational problem." [22]

Dr. Dunn says, "The one and two teacher schools, at present the chief educational agency provided for rural children labour under an additional and unnecessary handicap from the necessity of using curricula made for graded school organisation. As long as one and two teacher schools exist, they should be provided with curricula organised by groups to fit their practical needs and not by grades according to the conveniences of the city graded schools." [23]

8. Difference in content and procedure but not in purpose:

It must be emphatically noted that any attempt to predetermine the child's future is autocratic. The philosophy of an entirely ruralised curriculum and the consequent slogan 'Stay on the farm' must be totally rejected. The field of the child's opportunity must not be limited. We must not isolate rural folk further and build up class differences. On the other hand, we must seek wider social contacts and integrate different groups to bring about social adjustment. Society demands that we socialise, not ruralise, the child of the open country. Professor Carney, Professor of Rural Education in the Teachers' College, rightly says, "Let us have farmers who are farmers from choice not from force. As a teacher in country school, I do not teach either to make or unmake farmers. I teach it for two simple reasons: first because it is the basic experience of my young people, the experience through whose terminology they interpret everything else, and second, because it is a great social heritage of science and information which every child should know, just as he would know history. . . . . In short, let us make agriculture and farm life experience the *starting point* of elementary rural education, not its ultimate goal." [24]

As Rajamantrapravina K. Matthan, the then Inspector-General of Education in Mysore, says in his report to the Government of Mysore on the Imperial Conference held in London in 1927, "The rural environment can in the hands of a competent teacher yield the best cultural education. As an illustration, an account was given of an experiment made in a rural school in Scotland. The highest class consisting of 17 boys and 8 girls undertook a course with a strong rural bias. The phenomena and occupations of the localities were made the basis of a study of chemistry, biology and geology. The rotation of crops, the use and effects of artificial manures, the effect of frost on vegetation, etc., were studied. Then the class studied the germination of seeds, calculated the percentages of germination of each variety of seed, and then passed on to the study of cultivation as practised in the neighbouring fields. They grew some fifty varieties of potatoes and computed the yield for each variety and discovered the varieties best suited to the local conditions. The entire work was done on strictly commercial lines and provided exercises in

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BIFURCATION OF SUBJECTS OF STUDY IN GIRLS' SCHOOLS

BY

SRIMATHI NAGAMMA, MYSORE.

A few years ago, there was a demand for educated girls in the matrimonial market. The tendency nowadays is changing. There is a belief that girls educated on modern lines are quite unfit to lead a family life and that a woman graduate has less chance of becoming a good housewife. Unless the husband is well-to-do, or the wife brings a large dowry to help her husband, there is very little chance for a man with a moderate income to lead a comfortable life with such an associate. The wife who has spent all her energy in her studies is quite unfit to do any domestic work. She cannot do any hard household work. The husband has to provide a servant or two to do difficult work and the wife will spend her time in looking after the lighter work or engage herself in leisure hours by reading novels, magazines or newspapers. If her husband is working as a professor, or a lawyer or as a clerk in the Secretariat, she may help him by copying down notes for his class or rendering any other kind of literary assistance. But domestic happiness is rare in such families. If, as sometimes happens, the husband sends his graduate wife to work in Government service to supplement his own income woe to the family which has to be managed entirely by paid servants! Few of those people who have really suffered such inconveniences, know what would be the fate of children trained and brought up by servants whose mental and moral equipment is decidedly of a lower standard.

Let us examine and see whether a woman is superior to man in mental and bodily strength. The woman cannot bear any bodily strain as much as a man does. Any feats requiring physical strength have always been the share of man from time immemorial. So, woman is proverbially called the weak one or "Abale". As regards the functions of her mind, sense of feeling is more predominant than knowing and willing, the latter being predominant in man. A woman has a natural taste for fine Arts and her artistic mind reveals itself in various little crafts and industries.

In society, the place of woman is quite distinct as she has to be a helpmate to man and give completeness to his existence in this world. Such being the case, is it not necessary that there should be two different systems of education for both boys and girls to fit them for different spheres of work? More than 75 per cent of girls require a different kind of education. Their sphere of work is the home. Education, given to them should be such which teaches them to better their homes by carrying light and learning into them.

I fully agree that at least to 25% of women, it is necessary that they should earn their living and work as hard as men. Such women may be provided with courses of study which are similar to those for boys. So there ought to be 2 courses of study for girls: one to help them to make better wives and mothers and the other to enable them to battle with the world on equal terms with men.

At the primary stage, the courses of study for both boys and girls are more or less the same, with a little difference that in girls' schools, elementary music and needle-work are taught.

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WOMEN'S CONFERENCE ON EDUCATION

BY

PROF. S. K. YEGNANARAYANA IYER, M. A.

The Sixth session of the All-India Women's Conference on Education and Social Reform held in Madras during the last Christmas week was from all accounts available a momentous session. We have on previous occasions referred in these pages to the fact that we have one great lesson to learn from our sisters and that is the way in which they conduct their conference and pass their resolutions. The whole thing is well organised and constituent bodies do not pass resolutions at variance with the resolutions of the central body. The provincial and district conferences are more of an educative nature wherein the resolutions passed at the central conference are repeated and explained.

The session was opened in the Senate House and the lady delegates assembled were welcomed by the Vice-Chancellor of the University and by the President of the Corporation of Madras, a rare honour which other conferences generally do not get. These two gentlemen speakers as well as Mrs. Nazir Hussain, the Chairwoman of the Reception Committee also from Madras laid emphasis on the advance made by this province in the matter of female education. Owing to the unavoidable absence of the President-elect, Mrs. P. K. Roy of Calcutta presided. The annual report submitted by the Secretary about the working of the association during the last year indicates the various lines of activity of the association and shows how this association originally started for educational reforms has developed into an All-India association embracing within its scope all fields of women's activities and all aspects of women's problems so far as India is concerned. The report went on to show how the authorities of the association waited on deputation upon the Viceroy and represented to him the desirability of electing women representatives to the Round Table Conference. They also submitted a memorandum on the status of Indian women in the new constitution for India, wherein they asked for declaration of rights ensuring absolute equality with men. The following extract from the report will be read with interest.

"As a direct result of the efforts of the Conference, the various constituencies are taking an active interest in matters of social and educational reform. More and more women are entering public life and associating themselves with the work of local bodies such as Universities and municipalities. There is an increasing demand for the inclusion of women on prison, school and hospital visiting committees and school boards.

Support of disarmament, Acts for dealing with juvenile delinquency, the abolition of polygamy, purdah and the degrading system of begging, facilities for industrial training for women, women's rights of inheritance, the abolition of untouchability, drink and gambling and Devadasis, suppression of traffic in women and children, establishment of rescue homes, facilities for the propaganda of scientific birth control—are only a few of the many subjects in the sphere of social reform on which our constituencies are trying to create public opinion and interest. In the realm of education, very great stress has been laid

on the almost universal demand for free and compulsory primary education, the inclusion of home science as an essential subject in the training of girls, the adequate training of teachers, proper play grounds, accommodation and equipment, mass and adult education, physical culture and medical inspection, abolition of communal and caste distinctions in all schools and colleges, and the expansion of higher and university education, all with a view to raise the general academic standard for the physical aesthetic and cultural development of the younger generation as a whole."

The resolutions passed cover all the subjects mentioned in the extract quoted above and could be broadly divided into those dealing with educational topics and those dealing with social reform and social service. We are only more concerned with the former group of resolutions and we note with gratification that they passed suitable resolutions about physical education, adult education, the need for employing more women teachers in schools, re-organisation of curricula, abolition of all caste distinctions in school, and against the short-sighted policy of retrenchment in education and health departments.

Some of the resolutions on social reform and social service were of a controversial nature. We are glad to see that our sisters assembled came into close grip with the realities of the situation and did not allow any false conception of mid-Victorian prudery to stand in their way of discussing important problems such as birth-control affecting their welfare.

We offer to our Indian sisters our hearty felicitations and we hope they would be able to send representatives to All-India Educational Conferences so that problems affecting education may receive a more pointed attention.

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In Middle Schools, together with the other lessons, needle-work, music, domestic science and drawing should find a prominent place.

In High Schools, portions in Algebra and Geometry should be cut down, if not entirely removed. Together with the vernacular the girls might be taught something of foreign language, science, outlines of Histories of India and England and a very elementary course on Geography just to give them a knowledge of the World, as they have already studied geography in Middle School classes. More of Drawing and Painting, Domestic Economy and Science, together with the care of children and cookery, needlework and embroidery may find a place in the curriculum. Especially in Form VI, it is my opinion that girls should be taught midwifery and sick-nursing. Even after the High School course, it would be better to institute a course of one year, or to extend the High School course for 4 years, so that the students may get more knowledge in those subjects which are more useful to them in life.

In this way, if two courses of study are made available for girls, I think there will be an opportunity to all to follow whichever course they desire and by this means not only the society but the whole country will be benefitted in the long run.

(A paper read at the Women's section of the 7th Conference of A. I. F. T. A.).

NOTES

The Ramakrishna Students' Home

The report of the Ramakrishna Mission Students' Home and residential school for the year 1931 is an inspiring reading to every teacher. It is well-known how the institution began as a poor Boys' Home, wherein deserving poor students were lodged and fed by the authorities of the Ramakrishna Mission. Later on the institution underwent changes and the authorities wanted to take up students in their younger and at more impressionable age. The idea of a residential school for such boys dawned upon the authorities at an early stage in their work and the munificent charity of the well-known Nagarathar community made it possible for them to achieve this ambition of theirs. Enlightened public of the presidency also supported them in a very liberal manner. They were able to have a house of their own, the present magnificent building with its fine library and inspiring prayer hall, with garden and other facilities of home life. This school is one of the finest to put into practice vocational training and this has gradually developed into an industrial school, which has now become an important department of their activities with an expert at its head.

The school has a limited number of students and this makes personal attention being paid to every student possible. Under its residential system boys are grouped according to their age and live under the guidance of masters. This is a unique educational institution which evokes admiration from every visitor, Indian and foreign, Hindu and non-Hindu.

We wish the institution all success and we hope that every teacher from the mofussil will make it a point, whenever he comes to Madras to pay a visit to the institution, to study its working and catch its sublime spirit, and try to introduce it to the extent possible in his own institution.

Education in Porto Rico:

Our readers may have noticed the article on "Educational Survey" that appeared in the "Special Education Week" issue of our journal. We have just now received a small leaflet on "Education in Porto Rico" from the U. S. Department of the interior. It gives a brief and connected account of the progress in education between 1920-1930. The Government of Porto Rico has been making efforts towards starting industrial schools and the courses offered include mechanical drawing, machine-shop practice, plumbing and wood-work. A summary of the chief recommendations of the comprehensive educational survey conducted by the Monroe Commission is given and regret is expressed that consideration of many of the useful suggestions of the Commission has to be deferred on account of financial stringency. But the Government has no intention of keeping quiet under the pretext of want of funds. It has been trying to make the most of the funds that are available. The new experiment is what is called "Second Unit School" and the leaflet notes with appreciation the "changed attitude of men and women in charge of the educational work of the Island". The second-unit school is a consolidated rural school which seeks to improve the condition of the rural population. A full account of the organisation and work of this type of school is published elsewhere in this issue and we commend it to the notice of our readers. We are glad to note the feeling of optimism and congratulate the Government of Porto Rico on the successful efforts it has been making to improve the education of the Island. The leaflet concludes as follows: "The educational system of Porto Rico is now entering an epoch of its development during which it should be possible to reap an abundant harvest of experience and to make its interpretation a source of guide and direction. The year 1930 marks a turning point in the

educational history of the Island. Plans are already made for a redirection of efforts along lines of practical usefulness for a programme of rural uplift, for a policy of consolidation and intensive worth in place of the early craze for extension even at the risk of dilution, for a broadening of the sphere of action of the School so as to make it a factor in shaping the life of the community, and for an organised scheme to improve the professional preparation of the personnel, the better to cope with the technical nature of the educational programme."

Library Movement in Bengal

The library movement has been very active in Bengal of late. The Hon. Kumar Munandra Deb Rai Mahasai, M. L. C., has introduced into the Legislature two bills to empower local boards and municipalities to subsidise and organise libraries. One of these bills follows the lines laid down in the draft bill drawn up by Mr. S. R. Ranganathan and recommended by the Library Service Section of the All-Asia Educational Conference held in Benares a year ago. The arrival in Calcutta of Mr. Newton Mohun Dutt, F. L. A., Curator of State Libraries, Baroda, and Hon. Foreign Correspondent of the Royal Society of Literature, aroused much enthusiasm, and he was called on to deliver addresses to the Taltola Library, the Sushil Kumar institute, Shambazar, the Sir Gurudas Banerjee Institute, Manicktola, the Bagbazaar Reading Library, the Bengal Literary Society, the East India Railway Indian Institute, Lilloah, and the Bensbaria Library. At the last named town Mr. Dutt was presented with an address from the municipality. He also presided on the 18th and 19th November over the third session of the Bengal Library Conference, his presidential address consisting of a brief survey of the Indian Library from the earliest time to the present day. Resolutions were passed asking Government to support the two bills now before the Council for establishing country libraries. The necessity for a school of librarianship in Calcutta was also insisted upon. The Calcutta Corporation was thanked for its generous support of the libraries of the city and was also asked to establish its own libraries. The Exhibition brought from Baroda by the President, showing the progress of the library movement in Baroda and elsewhere aroused much interest, as did also the collection of rare books shown by the Bengal Literary Society, and the exhibits of Macmillan, Thaker Spink & Co., and the "Modern Review."

At the request of the Syndicate of the Calcutta University, Mr. Dutt delivered a lecture on November 23rd on the Baroda Library System, the Vice-Chancellor, Dr. Suhrawardy, being in the chair. An interesting Exhibition of books, photographs and charts illustrating the progress of the library movement was also on view in the Library Hall, where the lecture was delivered.

The lecturer before delivering his lecture on the libraries of Baroda, gave an outline of the history of the professional training in librarianship, which originated many years ago in the fertile brain of that library veteran and pioneer, Dr. Melvil Dewey. In America there were now over 16 library schools and in London University there was also an excellent library school. The lecturer urged the University of Calcutta to follow the lead set by the State of Baroda and the Universities of Madras and Lahore in instituting training in Librarianship. On December 1st, Mr. Dutt gave a lecture in the University Institute.

On December 3rd, Mr. Asadullah, Librarian of the Imperial Library, Calcutta, gave in the Library a tea-party where Mr. Dutt delivered a short address giving an outline of the history of the library system of Baroda, and explaining that it was organised by H. H. the Gaekwar as a necessary complement to his scheme for free and compulsory education in Baroda. The persons pre-

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The Problem of curriculum making. (Concluded from page 17)

arithmetic, book-keeping, etc. Such a course not only shows to the pupils the importance and value of new scientific discoveries and methods for agriculture but also develops in them the scientific attitude of mind and is as truly cultural as any course according to the traditional curricula." But "the organisation of the rural school should not be such as to deny to the rural child any opportunities open to the urban child. While an agricultural bias is given to the rural school the curriculum should be such as to enable the child possessing the capacity and the desire to proceed to the high school and university . . . and to foster a taste for good reading, music and art and develop the civic virtues." [25]

So in thus relating the school work to the daily activities and interests of the pupils, we must avoid the danger of becoming so interested and busy with local conditions and problems that we fail to teach anything else. "The local element in the course of study is only the beginning. But these beginnings must lead to bigger things. The school is to lead the rural child to a knowledge and an appreciation of the world at large, and it would be stunting his growth on a very limited level to stop with a 'purely rural' course of study. The child is to be made a member of larger national and world society and therefore it is important to give the child a chance to acquaint himself with the great social heritage of the human race. Therefore our slogan should be "Begin where the child is. Teach in terms of his experience. Relate the work to his daily activities, but do not forget the goal."[26]

* *Paper read at the All-India Teachers' Conference.* Bangalore, Dec. 1931.

1. Dewey. The Child and the Curriculum pp. 13 and 16.
2. 26th Year Book. N. S. S. E. Part 11 p. 147.
3. For full treatment, refer 26th Year Book.
4. Ibis; Part 11 pp. 17—19.
5. F. G. Bonser. The Elementary school curriculum, p. 77.
6. Ibid, p. 57.
7. Ibid, p. 58.
8. Ibid, pp. 58—59.
9. Collings. An experiment with a project curriculum Refer, pp. 6—7.
10. W. H. Kilpatrick. Introduction to an experiment with a project curriculum by Collings.
11. 26th Year Book op. cit., Part 11 p. 83.
12. Kilpatrick: Foundation of Method, pp. 347—55.
13. The New Era. April 1929, p. 90.
14. Ibid.
15. 26th Year Book ep. cit., Part 11. 19.
16. Ibid, p. 20.
17. Ibid, p. 135.
18. Brim. Rural Education, p. 222.
19. Franklin Bobbit. The curriculum, pp. 44—45.
20. Refer. The Elementary School Journal, 1923, pp. 586—600.
21. Rabindranath Tagore. Creative Unity, pp. 192—93.
22. F. W. Dunn. A Rural curriculum. Rural school Pamphlet, No. 40.
23. F. W. Dunn, Teachers College Record, March, 23. Article on "Rural Elementary curriculum."
24. Mabel Carney. Country life and the Country School, pp. 179—80.
25 Rajamantrapravina K. Matthan: Report to the Government of Mysore, (unpublished).
26. Brim: The Elementary School Journal, April 1923. Article on "The Rural Elementary School Curriculum."

(Concluded from page 22)

sent included the Hon. the Rajah of Santosh, (President, Bengal Legislative Council), the Ministers for Education and for Local Self-Government, the Secretary to the Government Education Department, the Chief Executive Officer, Calcutta Corporation, Dr. Johan Van Manen, Secretary Asiatic Society of Bengal, Mrs. Sarola Devi Dutt Chaudhuri, the Hon. Kumar Munendra Deb Rai, Mahasai, M. L. C., (member in charge of the two library bills, and President Bengal LibraryAssociation), Mr. S. K. Ghose, and Mr. T. C. Datta, joint secretaries of the Bengal Library Association, and other members of the Association, as well as the Librarians of the Bengal Library and the Bengal Government's Commercial Library.

THE SALEM DISTRICT SECONDARY SCHOOL TEACHERS' GUILD.

Auditor's Report for the Year 1931.

Sirs,

I have the honour to present the Audit Report of the Salem District Secondary School Teachers' Guild for the year 1931.

I find that the cash book and the correspondence register maintained by the assistant secretary Mr. K. S. Chengalroya Aiyar are in perfect order. All items of expenditure are supported by vouchers and are duly sanctioned by the committee as per rules of the Guild. All postal expenses incurred by the assistant secretary were verified with the letter book maintained by him and found to be correct.

The year opened with a balance of Rs. 46—15—0. The total receipts of the year from the affiliated associations ten in number were Rs. 88—8—0; individual member subscription Rs. 2 from one member and Defence Fund Rs. 5. The total expenditure comes to Rs. 102—3—0, leaving a balance of Rs. 40—4—0.

Herewith is appended the balance-sheet of the Guild Accounts. The closing balance of the year is Rs. 40—4—0 being distributed as follows:—Rs. 5 with the secretary and Rs. 35—4—0 with the assistant secretary.

(Sd.) K. Gangadaran Nair,
B. A. L. T.
Auditor.

15-1-32.

BALANCE SHEET.

RECEIPTS.	Rs.	A.	P.
Opening balance	46	15	0
Subscription from affiliated associations	88	8	0
Do From individuals	2	0	0
Defence Fund	5	0	0
	142	7	0

CHARGES.	Rs.	A.	P.
S. I. T. U. Annual Subscription for 1931—32	20	0	0
Defence Fund to S. I. T. U.	5	0	C
Printing Hosur Conference Proceedings	30	0	0
All Asia Educational conference proceedings	4	0	0
T. A. to Assistant Secretary (P. F.)	3	8	0
T. A. to Mr. K. S. Chengalroya Aiyar for attending S. I. T. U. Board meetings at Madras and Palghat	20	11	6
Stationery Printing, Binding etc.	3	0	0
Postal Expenses	15	15	6
	102	3	0
Closing balance	40	4	0
	142	7	0

KRISHNAGIRI,
15—1—1932

(Sd) K. GANGADARAN NAIR, B.A., L. T.
Auditor, 15—1—1932.

(True) Copy)

KRISHNAGIRI,
18—1—1932

(Sd) K. S. CHENGALROYA AIYAR,
Assistant Secretary,
Salem District S. S. T. Guild.

Resolutions passed at the Conference of the W. F. E. A. at Denver

HERMAN-JORDAN COMMITTEES

Committee No. I

Since truthful information is basal to international understanding and peace, and correct geographical knowledge is contributory to those ends, the W. F. E. A. recommends that a committee be appointed to study geography materials and to compile a list of sources for geography teaching materials by countries, whereby more complete and accurate data may become available for schools and homes in order to establish :

1. A more definite understanding of the inter-relations between men and the various natural environments throughout the world;

2. A clearer appreciation of
   - *(a)* The common life problems of peoples;
   - *(b)* The contributions of peoples in various regions to present day world civilisation, as such contributions result from the inter-relations between life and natural environments;
   - *(c)* The resulting interdependence among peoples and places; and

2. A firmer realization of the necessity for international understanding that will aid world peace and world prosperity.

NOTE : Existing educational and geographical organizations can be used as agencies of co-operation in this study.

Committee No. II

The W. F. E. A. endorses and desires to encourage the writing and teaching of the history of civilisation, particularly in the social studies, thus placing the history of each nation in its proper international setting.

Committee No. III

1. The W. F. E. A. urges colleges and universities to establish courses in International Relations and to place increased emphasis upon subjects in the curriculum which promote international understanding and friendship, such as the history of international relations, international law, treaties and agreements, arbitration cases, international organisations, comparative government, etc.

2. The W. F. E. A. recommends that a committee be appointed by the Board of Directors to consider the possibility of the formation of an international University Board with the following purposes in view:
   - *(a)* To establish a uniform system of evaluating entrance credits, and

3. The W. F. E. A. recommends :
   - *(a)* The teaching of plays and games of various countries, correlated with social studies, and urges that literature and directions dealing with this type of instruction be made more generally available: and
   - *(b)* The holding of play days, which by their nature eliminate competition between nation and nation, in order to bring together the youth of different countries of the world.

4. The W. F. E. A. recommends the formation of a plan whereby young people may broadcast, by radio, speeches describing the life, customs and ideals of their respective countries and exchange messages of good will and amity.

5. The W. F. E. A. urges colleges and universities to establish bureaus for the pur-

pose of disseminating information concerning the people of the various countries by furnishing speakers from among their foreign students and by supplying articles written by them to newspapers and other periodicals,

Committee No. IV

1. The W. F. E. A. pledges its active support to the purpose of the Conference on the reduction and limitation of armaments to be held at Geneva in 1932, and calls upon its affiliated organizations to urge upon the respective governments participating in the Conference to support measures for a drastic reduction of all armaments.

2. The W. F. E. A. recommends that in view of the above Conference:

(a) Facts and references bearing upon the purposes of the Conference be collected and a bibliography be prepared;

(b) These data and materials be made available to schools through existing agencies, so far as possible, to the end that more complete teaching content be at hand for the study of this current world problem; and

(c) Adequate instruction on this subject be given in the schools of all nations early in the coming school year.

Committee No. V

1. The W. F. E. A. is of opinion that, as a basis for an understanding of the principles of co-operation underlying governmental movements towards international goodwill which should be taught during school life, it is wise for all children in schools to gain knowledge of those historic experiences where peoples have carried out joint projects demonstrating international goodwill and confidence.

(NOTE: Examples of such projects are International Arch and Park celebrating the century of an unarmed boundary between Canada and the United States, the monument, "Christ of the Andes," on the boundary between Chile and Argentine, the Peace Bridge at Buffalo, and others that make the desired appeal to children.)

2. The W. F. E. A. recommends to educators in all lands that the machinery of peace be studied with increasing emphasis throughout the school life.

3. The W. F. E. A. urges all institutions for the training of teachers to make the study of International Relations and World Peace a required subject in the curriculum.

4. The W. F. E. A. urges authors and publishers to revise their text-books in history and other social studies in the light of the Paris Pact, so as to include a record of the various steps which have been taken to promote world peace.

Combined Herman-Jordan Committees.

The W. F. E. A. recommends that a concise publication be issued that will summarise:

1. The findings and recommendations of the Herman-Jordan Committees since their inception, and

2. The specific references to materials that will be useful in the promotion of the purposes of the Herman-Jordan Plan.

TEACHERS' ORGANIZATIONS

1. The W. F. E. A. authorizes the Section on Teachers' Organizations to collect and interchange information relative to the work of teachers' organisations and particularly to those problems connected with the welfare of the teaching profession.

HOME AND SCHOOL

1. The W. F. E. A. recommends:

(a) That all home and school associations, in co-operation with the school and other community agencies, give encouragement to practical measures for the conservation and improvement of the health of children; that an integrated conception of physical, mental, social, and spiritual health be the objective to be reached

through adequate consideration of growth and nutrition, mental hygiene, social hygiene, safety and physical activity;

(b) That the important position of the teacher in the mental hygiene of the child be recognised by including adequate instruction in this subject in teacher training institutions;

(c) That, as far as is practicable, trained workers be employed by school authorities to assist in promoting understanding between home and school; and

(d) That, inasmuch as inter-racial antagonisms are not natural to children, parents and teachers use all possible means to create and foster friendly attitudes between children of different races.

2. Recognising that the Junior Red Cross activities which are carried on at school have a beneficial repercussion in the family, especially as regards health and the ideas of solidarity and altruism, and that thus the Junior Red Cross is capable of creating a living bond of sympathy and active interest between the home and school, and believing that the Junior Red Cross greatly furthers the work of mutual and international understanding, the W. F. E. A. recommends that the teaching body and the family support the Junior Red Cross and encourage pupils to become members.

3. The W. F. E. A. recommends action throughout the world to encourage those phases of the cinema which are constructive in their effect upon home and community life and upon the moral ideals of young people and which tend to remove barriers between peoples through true representation of national life and characteristics.

HEALTH

1. Whereas the investigations of the Health Section since its origin in 1923 reveal an extensive growth in the school health programme of many countries and an increased interest in health among educators throughout the world, the W. F. E. A. recommends each of the various countries to set up a committee representative of the organizations in these countries which are concerned with the health of the school child, in order to provide a medium of exchange and a basis of representation.

2. Inasmuch as the success of the school health program is in a large measure dependent upon the mutual understanding and co-operation of all professional groups involved in school health, the W. F. E. A. recommends the various national committees and national professional organizations to provide opportunity for the development of mutual understanding between all concerned in this work.

3. The W. F. E. A. is of opinion that a medium for maintaining a continuous contact by means of a periodic bulletin devoted to technical material regarding the various phases of the school health program is desirable.

4. The W. F. E. A. recognises the need for some machinery for maintaining a continuous contact between research workers and administrators in the field of school health.

RURAL EDUCATION

1. The W. F. E. A. recognises as a prerequisite for the greatest success in rural teaching such understanding of rural life on the part of the teachers as will enable them to base instruction upon the child's environment and such sympathetic appreciation of rural life as will make possible the fullest co-operation of educationists in furthering the development of the rural school, not only as an educational factor in child education, but as a social, educational, ethical and civic centre for the entire community.

2. The W. F. E. A. recommends that the attention of the governments of all countries be called to the necessity in the interest of the economic welfare and the stability of their countries.

(a) Of providing the best possible education for young people in rural areas;

(b) Of affording the advantages of a well-balanced curriculum within reasonable distance of the pupils' homes and

(c) Of securing for service in the rural schools teachers thoroughly educated, fully trained and adequately remunerated.

PREPARATION OF TEACHERS

1. The W. F. E. A. recommends the initiation of a study of the curricula of teacher training institutions of all countries in their bearing upon the education of future teachers in nationalism and in international understanding.

2. The W. F. E. A. recommends that teachers' colleges and schools of education having graduate departments offer courses in Comparative Education where this is not already done and qualified students be encouraged to choose such courses. It also recommends that, when qualified instructors can be secured, Comparative Education be offered in summer schools and in university extension divisions for the benefit of teachers in service.

PRE-SCHOOL AND KINDERGARTEN

The W. F. E. A. endorses program of parental education dealing with the pre-school child, these programs to be directed by efficient trained and lay leaders.

INTERNATIONAL AUXILIARY LANGUAGES

The W. F. E. A. recommends the appointment of commission for the study of the question of international auxiliary languages, such as Esperanto, as a means of promoting the aims of the Federation, this commission to report at the next convention.

INTERNATIONAL UNDERSTANDING

1. The W. F. E. A. recommends to the Directors the appointment of a committee whose function shall be: first to discover those countries whose people and culture are least known or inadequately understood by school children in other lands because of a paucity of effective literature; second, to invite writers of talent in those countries to produce the needed type of literature and to select existing literature for translation into other languages: and, third, to devise ways and means of procuring funds for this purpose.

2. The W. F. E. A. recommends:

(a) That governments and states should, where necessary, bring about such modifications of the existing laws as will make the interchange of teachers a real possibility.

(b) That the interchange of pupils during vacations or in the course of the school term should be encouraged;

(c) That the interchange of correspondence and publications between schools should be extended;

(d) That schemes be considered whereby individual schools in different countries should be paired with similar schools in other countries with a view to the development of mutual understanding—(Note: The scheme instituted by the Anglo-American Committee under the auspices of the secondary department of the University of Pennsylvania is an illustration);

(e) That adequate time should be given to the study of foreign languages in order to facilitate intercommunication and good understanding; and

(f) That in the curriculum or in extra-curricular activities adequate attention should be given to the development of international understanding.

3. The W. F. E. A. recommends that a committee be created within the Federation to study existing methods in the various countries and to develop definite projects for the promotion of adult education in international understanding.

RADIO AND CINEMA

1. The W. F. E. A. records its appreciation of those governments which use their radio broadcasting facilities for the education of their citizens and urges all national governments to include a representative of their respective education administrations in the delegations sent to the International Radio Convention to be held in Madrid in 1932, in order that these official representatives of public education may participate in the formulation of the regulations which will govern the distribution and use of radio facilities throughout the world.

2. The W. F. E. A., recognizing the possibilities of promotion of international understanding and good will through such agencies as the radio and the cinema, hereby requests the directors to appoint a committee to study the best utilization of these agencies for this purpose, to make recommendations to this effect, and to co-operate in organized efforts having this end in view.

3. In view of the possibilities of its use in developing greater mutual understanding and friendliness among nations, the W. F. E. A. commends the study of the feasibility of international radio broadcasting of educational programs for school children of other nations to the national educational authorities and to those in charge of radio broadcasting in each country in the hope that a plan of co-operation to this end may be worked out.

4. The W. F. E. A. commends to the proper educational authorities and organizations the study of the possibilities of the use of tonal moving pictures for the true presentation of life in foreign countries for the benefit of school children of all nations.

ILLITERACY

The W. F. E. A. recommends:

1. That illiteracy statistics of all nations be uniformly reckoned from the age of not less than ten years; and

2. That all nations be earnestly urged to use strenuous efforts and financial means to eradicate illiteracy and to appoint a commission, when necessary, empowered to bring about a realization of this general and fundamental enlightenment of nations.

EDUCATIONAL ATTACHES

The W. F. E. A. reaffirms its recommendation that Educational Attaches be appointed in all embassies and urges upon its affiliated associations increased activity in their respective countries to this end.

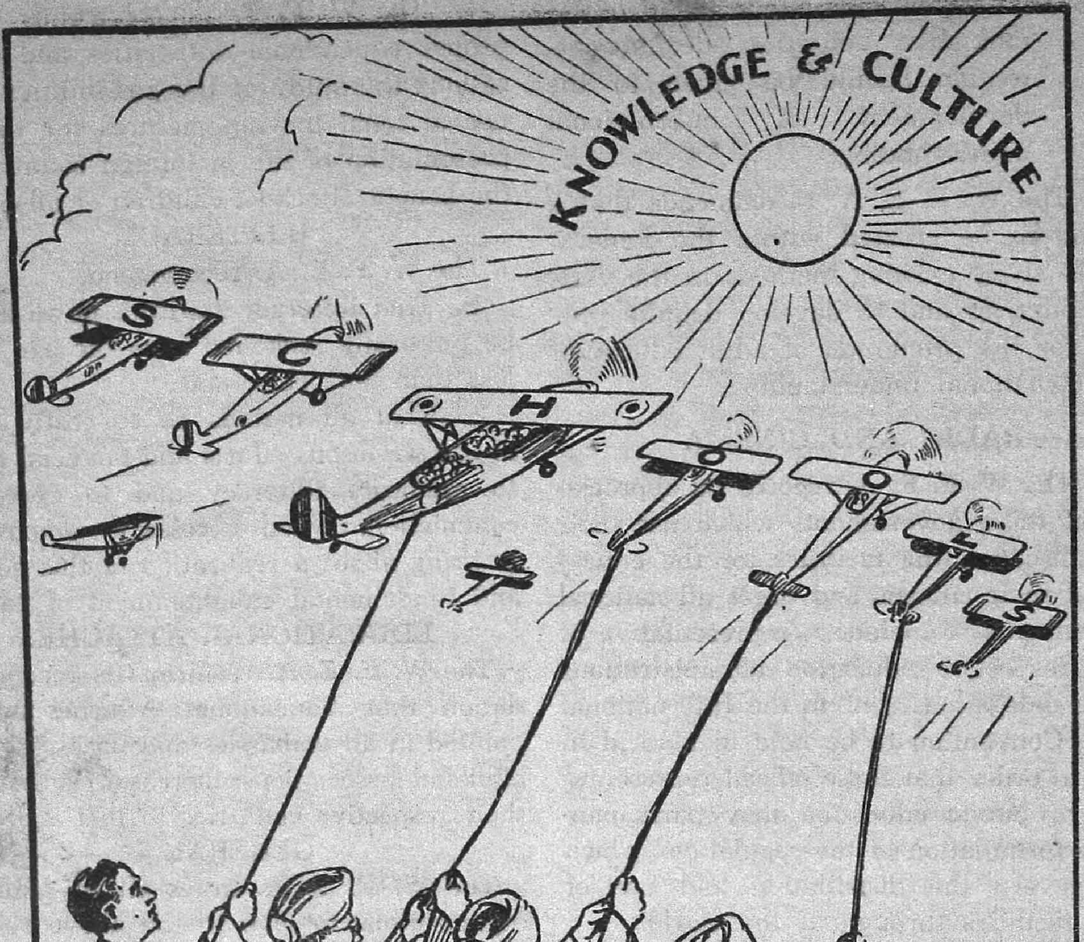
GENERAL

The W. F. E. A. urges all its affiliated organisations to give to the above resolutions as wide publicity as possible, by furnishing them to the educational journals to be published, with the request that other publications copy them and that individuals reading them bring them to the attention of still other publications for copying.

THANKS

The W. F. E. A. wishes to express its best thanks to the Denver Executive Committee in charge of local arrangements, the members of sub-committees, The State Teachers' Association, the University of Denver, the other educational institutions of the State, the office of the State Superintendent of Public Instruction, Denver Public Schools, the Chamber of Commerce and the Convention Bureau, and to all those individuals who did so much for the entertainment and comfort of the delegates and visitors.

(Continued on page, 42).



Retrenchment in Education.

The Memorandum submitted to the Hon'ble the Minister of Education by the managements of Aided Secondary Schools

To

The Hon'ble S. Kumaraswami Reddiar,
Avergal.,
Minister of Education,
Fort St. George, Madras.

We, the undersigned, beg to submit the following Memorandum protesting against the Retrenchment proposals in regard to the grants made by the Educational Department to aided Secondary Schools under private Management in the Presidency. We are fully aware of the fact that, owing to the financial stringency and the economic conditions at the present time, the Government are compelled to consider the question of Retrenchment and to determine upon 'cuts' in expenditure. But it would be superfluous on our part to point out as we are sure that the Government are fully aware of it, that, in any scheme of Retrenchment, the item of Education should be touched last and that 'cuts' in the expenditure on Education should be decided upon only if it is absolutely necessary to do so. We need hardly say that Education and Public health are two of the chief functions of the State and that private Managements are really doing a major part of the work of the State and helping it materially. (Vide Appendix A).

The aided Secondary Schools under private Management, largely depend for their resources upon the annual grants made by Government according to the Provisions of the Grants-in-aid Code. Most schools have very little private endowments. The salaries paid to the teaching staff in Secondary Schools are not at all commensurate either to the work done by the teachers or their qualifications. We have to admit that, in many schools, it is a sorry feature that the teachers are very poorly paid. The resources of the managements are largely responsible for such a state of affairs. Hence, it is, that, in addition to the teaching grants made by Government the Educational Department proposed some years back, to give annually a special teaching grant to these aided institutions by which the Government have afforded some relief to the lot of teachers at least in some of these institutions. Only teachers getting a salary below Rs. 100 per month are entitled to the benefit of this grant while such of them who get a salary below Rs. 50 are properly given a larger proportion of it.

The main source of income from which these institutions are being maintained is the fee income derived from the pupils and the managements are able to run these institutions only with the help of Government Grants which meet a portion of the deficit. Even such of these institutions as have some Endowments from which income is derived, apart from the fee income, have also been affected by the general financial depression and the incomes have fallen very considerably.

In respect of the fee income derived from pupils we have to state that the managements are now deriving the maximum income that is realisable under the circumstances. There is hardly any Secondary school under private management which levies fees at less than 'standard rates'. On the other hand, there are considerable number of institutions which have been compelled to levy fees above the 'standard rates'. The Government will easily understand, therefore, that it will not be possible to improve the fee income to any extent by effecting any increase in the rates of fees without inflicting further serious hardship upon the parents of the pupils concerned and without seriously endangering the interests of education in general.

Further, in the case of Secondary schools situated in mofussil areas, the fee income is not appreciably large owing to the limited number of pupils that resort to them for instruction and their up-keep has been rendered possible only by the grants made by the Government to meet the deficit.

Had it not been for the grants made by Government, most of these aided schools, under private management could hardly have been maintained at all. We beg also to remind the Government that in accordance with the modern ideals of Education and the improved methods of instruction, the Government have been, from time to time, issuing directions to the managements for the adoption of various improved methods of teaching and for the enlargement of the scope of activities for the teachers and pupils, such as Medical Inspection, games and scouting,

the appointment of qualified Physical instructors, improved facilities for physical training by providing spacious play-grounds and games materials. Consequently, the managements have in recent years to incur much larger expenditure than before while the resources of the managements are absolutely incapable of expansion and in many cases, have suffered diminution owing to the financial crisis.

In this state of things this year the managements of aided institutions have received already certain communications from the Director of Public instruction in respect of the grants, stating how the Government have been compelled to postpone, for some time to come, the fresh inclusion in the approved list of schemes for building and equipment proposals for the purpose of grants-in-aid. It is stated as follows:

'Even in the case of schemes already included, grants may have to be confined to:

(1) the Building Schemes which have already been commenced and which cannot be stopped without material loss or damage, and

(2) the equipment which has already been purchased or for which orders have already been placed with the suppliers.

It is, however, to be made clear in these cases that it may not be possible to pay the grants in full as they fall due. The payment of grants in all other cases included in the approved list, will probably have to be deferred until the financial situation improves." (Vide copy of Proceedings. R. C. No. 449 D|31 dated 7th September 1931 based on the Government Memo No. 2030 B|3 dated 31st August 1931).

The managements of Institutions have further been informed that the special teaching grants which, as we have already pointed out, afforded some measure of relief to the poorly paid teachers in some of these institutions, has been stopped from this year. We now further understand that the Government are about to adopt an 8-10 per cent cut in the 'ordinary teaching grants' paid to these institutions. The managements are naturally, therefore, in a flutter and with the help of the South Indian Teachers' Union they arranged a conference in which they considered the situation, specially, in regard to the difficulties and hardships which they will be put to, if the proposed cut should be adopted, and have resolved to wait upon the Minister of Education and to submit this memorial explaining to him how hard hit they will be and how the general interests of Education will seriously suffer by the course proposed.

The teachers in these aided schools are at present drawing only the minimum wage and it is well-known that the salaries of these teachers were not increased after the war as was done in the case of employees in Government institutions. If the 'cut' in the ordinary teaching grant is made, we are afraid, that the managements of institutions will be forced to propose corresponding cuts in the salaries of these teachers. 80 per cent of them are paid below Rs. 100 and any reduction of their salaries will prove a great source of hardship and injustice to an already over-worked and under-paid class. The deficit cannot otherwise be met by the managements as there is no possibility of their increasing the fee income or improving the other sources of income, if any. It will be, therefore, no exaggeration to state that the very existence of a good number of these schools will be jeopardised by the proposed 'cut' in the ordinary teaching grants. We hope, therefore, that the Government will not adopt a method which will cripple these institutions and, thereby, seriously affect the interests of secondary education in the Presidency. In this connection, we have also to point out that, recently, Government have issued directions that except, in very exceptional cases more than 40 students in a section ought not to be admitted in any school. Though this restriction may be felt to be necessary in the interests of efficient instruction it hardly helps the increase of fee income in these institutions and if the cut in the teaching grant is made, it is bound to tell upon the fee income in bigger schools in the populous localities. Moreover, the stoppage of the special teaching grant and the present proposed 'cut' in the ordinary teaching grant will practically work out to a 25 per cent in the education department (Vide appendix B).

The managements have, of recent years either fixed or graded a scale of salaries for the different classes of teachers in these institutions with due regard to the expectations of sums under the heading "Special teaching grants", and the stipulations of the Government in regard to them. The stoppage of the Special Teaching grant, altogether, and the further cut now proposed in regard to the teaching grants will compel the managements to actually impose a 25 per cent cut in the salaries of the already poorly paid teachers which they will be unable to bear and is sure to create discontent among them, and the managements do not look upon with equanimity on the possible effects on sound education consequent on a discontented staff. The managements also venture to state that the interests of true statesmanship under the pre-

sent social and political conditions, would point to the great need that there is for the maintenance of a contented teaching staff in all educational institutions throughout the Presidency.

Further, the provision in the budget for 1931-1932 for different items under grants to aided institutions is found to be distinctly lower than that for the years 1929-30 and 1930-31. A cut in the Budget from the year 1931-32 will, therefore, mean really more than 25 per cent cut. (Vide appendix C).

For these and many other reasons the managements of aided secondary schools in the presidency feel that the Government will be extremely ill-advised to think of effecting anything like a cut in grants to aided institutions. They, therefore, earnestly pray and trust that the Government will not take this unjustifiable step.

Names and Designation of the Signataries.

Dewan Bahadur V. Masilamani Pillai, Avergal, Advocate, Member, Managing Committee of Sir Muthiah Chettiar's High School, Purusawalkum.

P. T. Kumaraswami Chettiar Avergal, Member, Managing Committee of the Pachiappa's High School, Madras.

K. Balasubramania Iyer Avergal, Advocate, Member, Managing Committee of the Pennathur Subramaniam's High School, Mylapore, Madras.

Revd. Father. F. L. Manrique, S.C., Head Master, St. Gabriel's High School, G. T. Madras.

N. Schwartz Esqr. B.A., L.T., St. Paul's High School, Vepery, Madras.

APPENDIX A.

Aided Schools and Secondary Education.

Management.	No. of Schools.	No of Scholars.	Average No. of Scholars.	Average fee rate.	Average cost per pupil.	Total Direct expenditure.	General rev.	Fees.	Other Sources.
				Rs.	Rs.	Rs.	Rs.	Rs.	
Government ...	15	4034	4082	21 8 0	69 11 0	2,96,581	2,06218 (70%)	88,097 (29%)	
Aided ...	262	10,3589	10,5043	25 0 0	43 0 0	46,90 328	8,17656 (17%)	267,7451 (57%)	118 6721 (25%)

APPENDIX B.

Budget provision for aided Secondary Schools 1931-32.

Head.	Allotment	Amount of Cut proposed.
	Rs.	Rs.
Teaching Grant (Ordinary) ...	8,43,000	84,300
Do. (Special) ...	1,00,000	1,00,000
Buildings ...	1,27,000	1,27,000
Equipment ...	16,600	16,600
Miscellaneous ...	41,000	41,000
Total ...	11,27,600	3,68,900

Percentage in Teaching Grants alone, ... 19·6

Percentage of cut in total Grant to aided schools ... 32·7

(Continued on page 39)

EDUCATIONAL NEWS BULLETIN

PUNJAB.

The Third Punjab Teachers' Conference was held in Ludhiana, on the 19th December 1931. Prof. P. Seshadri, President of the All-India Federation of Teachers' Associations presided.

BOMBAY.

Bombay was this year the venu of two big Conferences, the All-India Historical Conference and the All-India Economic Conference. Both held their sessions in the Convocation hall of the University of Bombay and the inaugural addresses in both cases were delivered by His Excellency Sir Frederick Sykes. It may be further pointed out that both the conferences were presided over by South Indian savants. The Conferences were most opportune. In the research work on the Arts side the subjects which are best represented in the Bombay University are Economics, Sociology and History. The University of Bombay has its own departments for guiding research in economics and sociology and Mr C. N. Vakil, University Professor of Economics was the secretary of the Economics conference while Rev. Father Heras, Professor of History at St. Xaviers College, who has created a school of History research at the college, organised the Historical conference. Thus not only did the conferences direct the attention of the people to the two subjects of great importance to the nation but they also served to advertise the research work in these subjects done at the University of Bombay.

Another Conference of considerable importance was that of Secondary Teachers of Ratnagiri District, at Malvan, when Mr. P. A. Dhond of Bombay presided.

Another important item in the month was the opening of the Rajwade memorial at Dhulia. Rajwade is well known in Maharashtra. Without a pie in his pocket and without begging for any help either from Government or public he went round the Province and rescued a number of important letters and documents which throw new light on the History of the Marathas. Rajwade has created in Maharashtra a school of research in the history of Marathas which has three centres, the Bharatatihas samshodhak mandal, Poona, the Parasnis Museum at Satara and the newly opened Rajwadi Memorial at Dhulia.

In the Christmas week training classes were arranged at Hingne (near Poona) for Primary teachers and at Gokak for Secondary teachers.

HYDERABAD.

The State Library is now housed in the new building specially constructed for that purpose. His Exalted Highness, The Nizam of Hyderabad opened the Library in its new premises, in the first week of January.

COCHIN.

The Education Department of Cochin arranged a Refresher course in Geography for the benefit of Geography teachers in the State. Mr. N. Subramanyam, M.A., L.T., Lecturer in Geography of the Teachers' College, Saidapet conducted the course during the third and fourth weeks of December.

A rally of scouts took place during the end of December.

MADRAS.

The All-India Womens' Conference was held in Madras during Christmas week 1931.

A Scout camp of Scouts and Scouters of Madras District was held at St Thomas Mount during Christmas week. Mr. A. W. Hutton was in charge. His Excellency the Governor of Madras, paid a visit to the camp and addressed the scouters.

The General body meeting of the S. I. T. U. Protection Fund was held on Saturday the 16th January 1932. The report shows that the strength of the Fund has come up to 670 and that the benefit fund exceeds Rs. 20,000.

MYSORE.

The seventh Conference of the All-India Federation of Teachers' Associations was held in Bangalore on the 28th, 29th and 30th December, 1931. Mr. N. S. Subba Rao, D. P. I. Mysore, presided in the unavoidable absence of Sir C. V. Raman.

The All-India Science Congress was also held in Bangalore from the 2nd January 1932. Sir Mirza Ismail, Dewan of Mysore opened the Congress.

INTERNATIONAL.

The British joint committee for the interchange of Secondary Women teachers has arranged eleven exchanges for this year, September, 1931 to July 1932, between members of the staff of schools in Great Britain and the United States.

An Educational Week was observed (November 1 to 8) in Manitoba.

Dr. William Warner Bishop was elected president of the International Federation of Library

(*Concluded in page* 35)

THE TEACHERS' BOOK SHELF

World Geography for High School Classes.

1. *Geography for the S. S. L. C. course* by K. Srinivasa Kini and M. Anantha Bhat Published by Shenoi Brothers & Co., Mangalore Price Rs. 2.

2. *Secondary School Geography* by Dr. L. D. Stamp, Published by Longmans Green & Co., Ltd., Price Rs. 2.

3...*A Manual of Human Geography* by M. Sitarama Rao, (No. 7, Ramachandra English Series) Published by the author, Board High School, Kalahasthi (Chittoor Dt).

The three books have been written to suit the requirements of the A Group Geography syllabus of the Madras S. S. L. C. curriculum.

Messrs. Kini and Bhat cover the syllabus in 383 pages. The subject is dealt with in a simple manner and in a style suitable for our high school pupils. In some places however the language is terse and young pupils may not easily understand a sentence like this. "The folds and wrinkles when they are high are known as fold mountains and the harder and unfolded parts as the block mountains". Climatic statistics given in the book are quite sufficient and it would have been better if diagrammatic representation of the data had been made in some places at least. The VI Form portion is covered in 39 pages. Though it may mostly be revision work it would be better to give the natural regions a fuller treatment. Illustrative scenery of different lands is wanting but there are a good number of maps and diagrams.

Dr. Stamp is quite well known to students of Geography. The present book has been specially prepared to meet the need of S. S. L. C. pupils. In 434 pages of very closely printed matter space has been provided for numerous maps diagrams and illustrations. The book is good on the whole but the treatment of the several parts is rather disproportionate. The Geography of Australia is dealt with in 44 pages while Africa is allotted only 18 pages. Item 16 of Part I of the syllabus—a comparative study of the three southern continents, has not been attempted at all. The portion on Transport and communications of North America covers only a paragraph and the importance of the subject certainly deserves a fuller treatment. Eurasia with special reference to India has rightly been dealt with in sufficient detail. It would certainly add to the value of the book to give some more details of the natural regions even at the risk of cutting off some of the numerous diagrams. For instance the diagrammatic representation on page 222 (of the trade of Germany) without giving the total value or the percentage of each commodity is neither desirable nor necessary. On the whole this will prove a helpful volume to our youngsters.

Mr. Sitarama Rao says in his preface "Having had to teach the subject even in the days of Matriculation when Mr. J. A. Yates was the Inspector of schools, I received considerable enlightenment. I have since then kept myself in touch with the subject." In this book the first 34 pages are devoted to a treatment of the General Geography of the world which according to the syllabus is expected to be done in Form VI after a study of the several continents. So it would have been better to follow the syllabus rather than give this first and make the young IV Form pupils take down generalizations. The matter given is sufficient and the treatment seeks to bring out the effect of environment on human activity. It is really a pity that the diagrams and illustrations have not come off well in most cases.

OTHER BOOKS RECEIVED.

Macmillan's Publications:—

Morrison's our world, (Abridged).

Grant's Lands and Life Series Book IV. The Americas.

Book V. Africa, Asia and Australasia.

(Concluded from page 34.)

Associations at the meeting held in Chettenham, England.

The next meeting of the Council of the World Association for Adult Education will meet in Prague, Czechoslavakia, during the third week in August 1932.

The Sixth World Conference of the New Education Fellowship will be held at Nice from the 29th July to the 12th August 1932. The subject of the Conference will be Education and Changing Society, and it will deal with questions of general, sociological as well as Educational interests. Mrs. Beatrice Ensor is the organising secretary and her office is located at 11, Tavistock square, London W.C. 1, England.

41, Singarachari St.,
Triplicane, Madras.
16-1-32.

GLEANINGS

HINTS AND COMMENTS ON THE S. S. L. C.

(A—GROUP).

Syllabus in Geography.

At long last after a year's delay a *final* syllabus for A-Group Geography has been published; and it is pleasing to note that it has been generally well received, though not because of its superiority over the first syllabus now scrapped but for its finality, for the uncertainty of an unapproved syllabus was most harassing.

Frankly speaking, there can be no hesitation in saying that the first syllabus was the best; but, people, afraid of the size of the teaching notes in it which they mistook for quantity of matter to the taught, attacked it indiscriminately with the result that a "*compromise*" syllabus has now been issued, which like all compromises is far short of the ideal. I am sure that within half a dozen years, when we get more teachers of Geography who know their subject well, they will themselves find out how meagre and unsatisfactory the present syllabus is and will agitate for raising the standard. Meantime, we shall work it honestly and sincerely, as it has the great merit of having been approved and accepted, remembering the fact that what matters is not the syllabus and all the finest equipment in the world as the man behind it all who is going to work it.

The plan of the present syllabus is simple and graded. The simple Southern Continents are taken up first in a progressive order in the Fourth Form and closed up with the study of an advanced continent like North America. With a knowledge of the geographical facts and principles thus gained in the first year, Eurasia is taken up in the Fifth Form, the year's work being rounded off with a fuller treatment of India as part of the regional work. In the Sixth Form provision is made for a general revision of the Principles of General Geography learnt in all the previous years, and for "*posting up in the ledger*" the Regional Geography of the World.

Let us take for the present in this number the work of Form IV for some detailed consideration. It is the distant continents that come in first in a carefully chosen order. No explanation is necessary to show why the Southern Continents are taken first. Not only are their outlines and physical geography simpler, their human geography too is relatively simple. People in those continents are engaged in the production of raw materials and food-stuffs only, which they exchange for the articles manufactured by the industrial nations of the Northern Continents. It is easier for the pupils to understand the simpler reactions of man to his environment and his simpler conquests of it in the Southern Continents.

Of the three Southern Continents, we start with Australia because its Geography is the simplest. Not only is it the smallest continent, it is *wholly* in the Southern Hemisphere, and a large part of the land is still undeveloped either due to the climate or the paucity of its population. Further, it is more or less in the same latitude as India, so that frequent correlations by way of comparison and contrast are possible with conditions in the Home Country. Australia is practically India upside down, the sea, however, taking the place of the mountainous continental boundary of India. Only three regions are selected in this continent for special study.

Africa is taken next as it stretches symmetrically to about the same distance as India and Australia north and south of the equator and forms roughly a replica of parts of India in the north and of Australia in the south with of course important differences due to other causes. The alternate swing of the sun on either side of the equator with its duplication of climatic and vegetation belts is the most essential feature in the Geography of the Continent. The importance of rivers is greater here than in Australia, but the northern Indian rivers may be compared with them in their usefulness to man. The jealousies of the ruling European nations are in evidence in the Partition of the Continent. The effect of climate is easily traceable in the division of the land into colonies of settlement and colonies of exploitation.

In the Americas a complete north-to-south gore of the world is taken beyond the latitudes of Africa northwards and southwards, so that the regions of Africa are automatically revised while the regions of the higher latitudes are taken up for the first time.

South America does not extend northwards beyond the latitude of Sudan, but in the south it goes far beyond the limits of Africa or Australia, where it contains new types of regions. The relief of the continent is different from that of Af-

rica. While the desert is more extensive in Africa, the selva is more extensive in South America; and the Andean Region corresponds to the White Highlands of Africa. The past Latin connection, the present Italian and German immigration, a large mixed and native population having political equality with the European, the economic important of the A. B. C. States, the influence of the Monroe Doctrine etc., are some of the leading points for emphasis.

In North America the study of a north-to-south gore of the world, already commenced in South America, is continued and completed. The relief and rivers of this continent, while resembling those of South America, differ at the same time considerably. All the factors influencing climate studied in the earlier continents are gathered up here, and it is a matter of ledger-posting again. The continent is divided into natural regions which complete the types learnt already in the Southern Continents. Their duplicates will be found in Eurasia later. It is, however, in its Human Geography that North America differs considerably from the Southern Continents being industrial and more advanced. Adequate emphasis should be laid on the factors contributing to this result.

It is highly necessary that the teacher should have a proper perspective, a clear grasp of essentials; and then he will not complain of the syllabus being heavy or difficult. The pupils should not be stuffed with unnecessary and irrelevant facts; nor should all facts be taught to the same uniform depth. There is such a thing as a relative importance of topics and facts; and the emphasis should be on those that are fundamental, characteristic and typical. Further, the method of treatment is at least as important as the matter.

A common complaint that is often raised is that it is not possible to cover the ground within the available time, forgetting the truth of the statement that the coat has to be cut according to the cloth. At the rate of two periods per week, the normal time alloted for the subject, it is easily possible to get not less than 50 periods for the year, making full allowance for rain holidays, match holidays, etc. Let us cut up the syllabus into lessons and see what it works at.

For Australia 8 lessons will do as follows:—1 for relief and rivers, 2 for climate, 1 for vegetation and animals, 3 for the human geograhpy of the three regions selected, and 1 for position and its commercial importance.

For Africa 12 lessons suggested as follows:—2 on structure, relief and rivers, 2 on climate, 1 on vegetation belts and division into natural regions, 1 on peoples, 1 on trade routes of the Indian Ocean, and 5 lessons on the human geography of particular regions.

For South America 10 lessons may be given as follows:—2 on structure, relief and rivers, 2 on climate and vegetation, 2 on people, states, historical importance of minerals, etc., and 4 for the human geography of particular regions.

For North America 18 lessons are suggested, and the distribution will be as follows:—3 for structure, relief and rivers, 3 for climate and vegetation, 1 for population political divisions and immigration, 1 for transport and communications, and 10 for the human geography of the particular regions indicated.

This gives us a total of 48 lessons for the year, which is well within easy possibility, provided the eye is kept on fundamentals and perspective and the right method is followed.

The topics are to be learnt by map-reading under the guidance of the teachers, and the facts filled in the pupils' outline maps with additional points noted on the margin or as foot-note; and after understanding the facts in this way, their explanations are to be obtained by correlations of appropriate maps. Instead of involving a strain on the part of the teacher, as it is commonly feared, this method really lightens his burden; only it requires some skill and forethought. It is interesting to the boys, efficient in results and economical in time.

N. SUBRAHMANYAM, M.A., L.T.

(From Journal of the Madras Geographical Association.)

EDUCATION IN PORTO RICO.

Education Leaflet No. 4.

The effects of such an authoritative appraisal of the school work of the island with suggestions for its improvement have been very significant. It is true that many of the reforms advocated by the survey commission did not meet the approval of the officers of the department of education, and still others were impracticable for the moment due to financial limitations, but the real worth of the survey is manifest in the changed attitude of the men and women in charge of the educational work of the island. The report brought forth considerable discussion and criticism and public opinion was effectively mobilized in favour of better informed administration of the business of public education. The major recommendations made by the commission must wait until adequate financial provisions make it possible to put them in practice. However, the

changed outlook upon the educational work which the report of the survey commission helped to bring about is a contribution that far outweighs the concrete recommendations, and would by itself fully justify the labour and cost of the educational inquiry.

One of the most noticeable ways in which the educational revival brought about by the survey of 1925 has eventuated in practical reform is the experiment, initiated during the school year 1928-29, to organise a new type of rural school. Through an appropriation of $ 25,000 made by the insular legislature five experimental consolidated schools were organized during that year into what has been called second rural units. The approval with which the people of Porto Rico received the new type of rural school is shown by the fact that the appropriation was increased to $125,000 for the year 1929-30. This made it possible to organize 13 units in strategic places throughout the island and to equip them properly so that the new project might be given a fair trial. The nature of the experiment is indicated in the following excerpts from the latest report of the commissioner of education:

"The second-unit schools are consolidated rural schools of a vocational type. They are a promising agency for improving the unsatisfactory conditions under which rural workers live. We can not build a democratic community upon an unstable foundation. The future of Porto Rico depends largely on our success in salvaging the mountaineer and making him a useful member of our common country.

"Of every 100 pupils who enroll in the first grade of rural schools, approximately 84 drop out before they reach the fourth grade. This is due to economic pressure and to the academic character of the instruction provided. Most of the country boys and girls are close to 12 years of age by the time they have finished the third grade. The necessity of adding to the low family income becomes urgent and the literary education provided by the school offers little hope of increasing their earning capacity and no inducement to postpone their entry into practical activities and gainful occupations. It is precisely at this critical point in the lives of our country boys and girls that the second-unit schools provide relief. They offer to children above the third grade, in addition to the usual academic subjects, agriculture, home economics, and various trades which enable them to increase their earnings and lead more comfortable lives.

"During the year 1929-30 there were 13 of these schools scattered over the island with an enrollment of 1,839 pupils from grade four to nine, inclusive.

"In the second units half of the day is devoted to instruction in academic subjects and the other half to vocational work. The academic subjects are those which correspond to each grade. The vocational courses include agriculture, animal husbandry, woodwork, house wiring, tinsmithing, auto mechanics, shoe repairing, hair cutting, clay work, and toy making, for boys; and cooking, sewing, and hand and machine embroidery and lace making for girls; for both boys and girls, several hand-weaving industries are provided. Agriculture is a required subject for all boys and home economics for all girls. The other subjects are optional.

"The work in agriculture is practical. It aims to develop in the boys the necessary manual skill to till the soil effectively, to give them adequate technical training, and to instil in them a love for the land. Truck farming is the principal activity. The boys raise a large variety of vegetables which are sold to the community or consumed by the children in the school lunch room. One-third of the cash value of any produce sold is handed back to the boys who raised it. The children are encouraged to cultivate home gardens, of which there are at present over 15,000.

"This feature of the curriculum of the second unit is already producing tangible effects in the rural communities. The quantity and quality of fresh vegetables have been appreciably augmented, with a corresponding increase in the food available. The income of the rural home has been enlarged. The schools can better economic conditions.

"But truck farming is not the only agricultural activity of this type of school. The boys are taught also to plant the principal crops of the region, such as sugarcane, tobacco, coffee, or fruits. The second unit of Utuado has 30 to 40 acres of coffee. This training will enable the boys to get more out of their own lands, if they have them, or to work them as foremen or mangaers instead of peons. Needless to add, the traditional crops of Porto Rico will gain because of this intensive training.

"The work in animal husbandry comprises pig, chicken, rabbit, pigeon, and goat raising. The domestic animals of Porto Rico have suffered from neglect. We do not have enough meat, eggs, or milk to provide a well-balanced diet. The second unit is attempting to remedy this deficiency The social and economic value of this part of its program can not be exaggerated. The breeds are being rapidly improved and adapted to the local

environment. The children are taught to take care of them. The domestic animals are being spread through the rural communities. The children are given, under contract, pigs, chickens, rabbits, and goats. After they raise them they must return to the school the original value of the animals ceded under contract. This arrangement enables the child to learn animal husbandry under the incentive of enlightened self-interest, to increase his income, and to make a contribution to the wealth of the community. Here again the school becomes an active factor in the communal life.

"The work in carpentry is also practical. The boys are taught to make tables, chairs, beds, washing and ironing boards, and many other domestic articles calculated to increase the comfort of the rural home. At school the boys build fences, desks, and simple structures to house the animals. The importance of this contribution is already so large that in one instance—the second unit at Corozal—the value of the school plant grew in one year from $1,000 to $15,000, the difference being due largely to the work of the students, assisted by their parents. The representative from the district at the insular legislature, a rich landowner and farmer, was so impressed by the effect of this school on the life of his constituents that he became the foremost champion of the second units.

"The girls are taught plain cooking and dressmaking. The lessons in cooking aim to train in selection of a well-balanced diet based largely on what Porto Rico produces. This is of the utmost importance both socially and economically. The lunch room, which constitutes one of the principal features of the second units, offers an excellent ground for the practical application of the principles taught in the home economics classes.

"Shoemaking and repairing is an optional subject for boys. Shoes are an expensive luxury. Because the soil of Porto Rico is infected, anything that will enable the rural man to get shoes and stay shod will be a powerful ally in the war against hookworm. This justifies the inclusion of shoemaking in the curriculum of the second unit.

"Barbering is another optional subject of considerable communal value. Porto Rican barbers are in demand in New York. Therefore, while this trade has a limited commercial value on the island, it constitutes to-day one of our few agencies to prepare the youth who emigrate north to earn their living.

"Drawn and lace work, embroidery and handweaving have, in addition to their educational worth, a positive commercial value. The people of Porto Rico have unusual manual skill and unerring artistic sense. It is quite evident that agriculture alone can not support a population in excess of 420 inhabitants per square mile. Industries must be developed. The second unit is serving as a sort of nursery for fostering the desired domestic industries.

"An important feature of the second unit is the social worker, who visits the rural homes and gives parents and pupils advice on health, social, and educational matters. She is the liaison officer between the school and the community. She reports to the municipal directors on the needs of the rural community; to the health officers on medical matters.

"The second unit serves as a social center for the community. In the evening a reading room is open for pupils and parents, and frequently, especially Sundays, lectures are given for the public.

"It is hoped that the second-unit schools will furnish the required centrifugal force to promote a higher form of communal life.

APPENDIX C. *(from page 33)*

The Reduced Grants to aided Secondary Schools for 1931-32.

Heads.	1929-30.	1930-31.	1931-32.
	Rs.	Rs.	Rs.
Teaching	9,02,904	9,45,000	9,43 000
Buildings	1,42,204	1,70,000	1,27,000
Equipment	74.242	66,700	16,600
Micellaneous grants	18,824	41,000	41,000

S. I. T. U. Protection Fund

Proceedings of the Fourth Annual Meeting of the General Body of the S. I. T. U. Protection Fund held at 3-30 p.m., on the 16th January 1932, with the President in the chair, in the Singarachari Hall, Triplicane,

52 Members, were present.

1. Notice of the meeting was formally read by the Secretary.

2. The Minutes of the Extra-ordinary meeting of the General Body held at Palghat on 23-5-31 were read and approved.

33. The fourth Annual Report, the audited Financial Statement and the Auditors' Report were read by the Secretary.

Mr. S. K. Yegnanarayana Aiyer moved "The Annual Report as presented by the Board be adopted." This was seconded by Mr. T.P. Srinivasavarathan.

A discussion ensued.

Mr. K. S. Chengalroyan of Krishnagiri moved the following amendment to the Annual Report. "Change the words, Advertisement to the S. I. T. (South Indian Teacher) into 'Contribution to the Sounth Indian Teacher' under Profession Fund (Rule 3. b.) i.e. "To promote professional solidarity and to safeguard professional interest." This was seconded by Mr. S. Srinivasa Iyer of Vellore.

The amendment was put to vote and carried.

The resolution of Mr. S. K. Yegnanarayana Aiyer as amended by Mr. K. S. Chengalroyan was put to vote, and it was carried unanimously.

4. With the special permission of the House Mr. T. P. SrinivasaVaradhan moved the following resolution:—

"Resolved that the advance amounting to Rs. 50 given to Messrs. K. G. Ramakrishnan and C. A. Kasturiranga Iyengar of Erode towards the cost of filing law suits be not recovered from them."

The resolution was seconded by Mr. S. K. Krishnamurthy Iyer.

Mr. S. Srinivasa Iyer moved an amendment "Add the words as a special case"; and it was duly seconded.

The resolution as amended was put to vote, and was carried unanimously.

5. The Budget for 1932 as framed by the Board at its last meeting held on 16-1-32 was read out by the Secretary for the information of the General-body.

6. Permission of the House being given for the consideration of the amendments and resolutions given notice of within the due time (printed on the cover page of the Annual Report), they were taken one by one for consideration.

Messrs. V. Rangaswami Iyengar, S. Srinivasa Iyer, and S. Madhava Rao, withdrew the resolutions standing in their names.

7. Mr. K. Ramaswami Sastri's resolution was moved and duly seconded, and it was passed in the following amended form.

"Resolved that a Public Accountant and Auditor of qualifications not less than G.D.A. be appointed by election from 1932 onwards and that Mr. T. S. Viswanathan, G. D. A. be appointed for 1932 on a remuneration not exceeding Rs. 60.

8. Mr. P. S. Vaithyanathasamy moved his resolution "that an honorarium be paid to the Secretary."

Then the President on behalf of the Board informed the house that the board at its last meeting passed a resolution that " in future provision for honorarium to the Secretary be made in the budget for the work done in the previous year," and that a sum of Rs. 150 was provided for honorarium for Secretaries, Rs. 75 being for the Secretary for 1931, and Rs. 75 for Mr. Madhava Rao, the Secretary before 1931.

The following resolutions were passed.

9. "This meeting appeals to District Teachers' Guilds to do propaganda work in their districts, to persuade teachers to join the Fund in Large numbers; and to allot funds for propaganda work.

10. The grateful thanks of the General Body be conveyed to Mr. P.A. Subramania Aiyer, and the retiring office-bearers, Messrs. G. S. Srinivasa Iyer, A. S. Ramachandra Punth and Mr. S. Daniel, for their meritorious work on behalf of the fund.

11 The following office bearers for the ensuing year were elected.

President:—

Mr. M. S. Sabhesan, M.A., Senior Lecturer, Christian College, Madras.

Vice-President:—

Mr. S. K. Krishnamurthi Aiyar, B.A., L.T., Hindu High School, Triplicane, Madras.

Secretary:—

Mr. R. Ramakrishnan B.A., Dip., Econ., Hindu High School Triplicane.

Other Members:—

Mr. S. Srinivasa Iyer, B.A., L.T., S. M. D. High School Vellore, (North Arcot).

Mr. K. S. Chengalroyan, Board High School, Krishnagiri, (Salem District).

Mr. S. T. Ramanuja Iyengar, B.A.L.T., E. R. High School, Teppakulam, Trichinopoly.
Mr. C. Ranganatha Aiyangar, M.A., L.T., L.M. High School, Gooty, (Ananthapur Dt.).
Mr. Aravamudha Aiyangar, B.A., L.T., U.C. High School, Madura.
Mr. J. N. Paramesvaram Pillai, B.A., Anthiyur, (Coimbatore Dt.).

List of members *(Contd)*

Reg. No.	Name.	Designation.	Place.
640	Mr. S. Ranga Rao,	Headmaster, Chatram Elementary School,	Udumalpet
648	,, G. G. Venkatraman,	do Board Higher Elementary School,	Gobichettipalayam
649	,, S.S. Ramanatha Sastry,	Assistant, do	do
651	,, G. N. Perianna Gounder,	do do	do
652	,, S. V. Ramasami Iyer,	do do	do
653	,, G. T. Venkatasubbier,	do do	do
672	,, T. S. Rajagopala Iyengar,	do Hindu High School,	Triplicane
685	,, S. T, Gopalasami Iyengar,	do Chintadripet High School,	Chintadripet
699	,, D. James,	Clerk, St. Columba's High School	Chingleput
700	,, Luke Devadoss,	Asst. do	do
701	,, E. Abishegam Issac,	do do	do
705	,, C. A. Joseph,	do Voorhee's College,	Vellore
713	,, John Ratnam,	do Board Boys School,	Chadurvedamangalam, Ramnad Dt.
714	,, K. Ganapathiah,	do do	Karadipatti, Ramnad Dt.
715	,, M. Gurusami Pillai,	do do	Aralipatti,Ramnad Dt.
716	,, S. Lakshmana Iyengar,	Headmaster, do	Kalapoor, Ramnad Dt.
717	,, S. S. Padmanaba Iyer,	Asst. Municipal High School,	Karur.
718	,, S. Panchapakesa Iyer,	do Board Boys School,	Piranmalai, Ramnad.
719	,, T. E. Srinivasachary,	Headmaster, Corporation High School,	Nungambakam, Madras.
720	,, V. Appa Rao Sarma,	Asst. R. Ch. High School,	Pithapuram
721	,, K. Ramachandra Iyer,	do Board High School,	Piranmalai, Ramnad Dt.
722	,, J. David Chelliah,	do Padumal High School,	Piranmalai, Madura Dt.
723	,, P. S. Krishnan,	do Municipal High School,	Karur.
725	,, V. Subramanian,	Headmaster, Board High School	Yellamanchili. Vizagapatam Dt'

Triplicane
10—1—32

R. Ramakrishnan,
Honorary secretary.

W. F. E. A.—(Concluded from page 29)

MEMBERS OF THE RESOLUTIONS COMMITTEE

G. R. Parker, England, *Chairman*

Harry Charlesworth, Canada, *Secretary*

Randall G. Condon, National Education Association, U S. A.

H. L. Constable, Association of Assistant Masters of England and Wales.

Mrs. H. L. Constable, Parents' National Educational Union, England and Wales

Miss H. Elliott, National Council of Geography Teachers of the United States

Miss Ethel Gardner, National League of Teachers Associations, U. S. A.

Miss Ruth Hardy, American Federation of Teachers

Dalmacio Martin, National Federation of Teachers of the Philippine Islands

Robert Neilly, Irish National Teachers Organization

M. Oshima, Japanese Education Association

Angus Roberts, National Union of Teachers of England and Wales

Joe H. Ross, Canada, Institute of Handicraft Teachers

P. Seshadri, All India Federation of Teachers' Associations

Benjamin Skinner, Educational Institute of Scotland

Otto Tacke, Bund Entschiedener Schulreformer, Germany

Mrs. U. Gordon Wilson, Association of Assistant Mistresses in Secondary Schools, England and Wales

Casimir D. Zdanowicz, National Federation of Modern Language Teachers, U. S. A.

THE S. I. T. U. PROTECTION FUND.

Notice No. 1.

The members of the above Fund are hereby informed that an amount of Rs. 2 (Annual contribution Re. 1 and Annual subscription Re. 1) is due on the 15th of this month, in addition to the Fixed Call Re. 1; but 2 months' grace is allowed for the payment.

Notice No. 2.

A money order for Rs. 2 was received on 8-12-31 by Mr. M. S. Sabhesan, the President of the Fund, and the amount was handed over to the Secretary. The remitter has not written his name on the M. O. coupon, and so no official receipt has yet been issued for the amount. So the sender is requested to communicate his name to the undersigned as early as possible.

R. Ramakrishnan,
Honorary Secretary.

Triplicane, Jan. 10.

FOSTERING READING HABIT IN SCHOOL CHILDREN

In December 1930, the Council of the Madras Library Association published the details of a scheme to foster the habit of purposeful reading in school children. The scheme was approved by the Director of Public Instruction and was commended by several of the District Educational Officers. The scheme provided for the institution of a prize for the best essay written by the children on assigned subjects on certain conditions. The subject should be of sufficient local interest and should require the gathering of information from books and the supplementing of the same by observation and enquiry. About six months' time was to be given for the preparation of the essay. It should be written in good hand in a quarto-notebook. It should be in the form of a regular book, that is divided into chapters and provided with index, illustrations, cover decorations, etc. It should further mention all the sources from which the child had gathered information.

In January, 1931, the Council selected eight schools for the award of prizes. Of the eight schools, three have actually worked out the scheme. In the Municipal High School Bellary, twelve children of the V and VI forms took part in the competition, the subjects of the essay being (1) A trip to the ruins of Vijianagar and (2) Places of interest in the Bellary District. In the Municipal High School, Coimbatore, twenty children took part in the competition and the subject chosen was 'A trip to Ceylon'. In 'Madrasa-e-Islamia' Vaniyambadi, twenty-five children took part in the competition and the subject chosen was 'Sugarcane industry in the vicinity of Vaniyambadi'.

The performance of the children has been of a very high order and has disclosed the remarkable resourcefulness and the healthy self-reliance that our children are capable of. Apart from the matter and the style of the essays, the illustrations provided by the children reveal their inherent artistic instinct which only awaits suitable opportunities to express itself.

At its meeting held on Tuesday the 19th instant, the Council of the Association resolved to give the First prize to—B. H. Vijaya Rao (Bellary), V. P. Varadarajan (Coimbatore), Ghose Abdul Shukoor (Vaniyambadi). The First prize consists of a book in English and a book in the mother-tongue of the child. In view of the great merit of the performance of the candidates, the Council further resolved to give a second prize to—R. Venkatasubba Rao and V. C. Vajramani (Bellary), V. Kasturirangaswami (Coimbatore) and S. Abdul Khader (Vaniyambadi). The second prize consists of an English book.

The essay books of the successful candidates and a few of the others are now deposited with the Secretary of the Association, at the University Library, Triplicane. He will be glad to lend these note-books to any school that may desire to examine them with a view to institute similar scheme.

THE S. I. T. U. PROTECTION FUND.

Notice.

Notice is hereby given to those concerned that the following new bye-laws are now in force regarding the payment of the entrance fees in instalments.

1. New members be allowed to pay the sum of Rs. 4 (Rule 6) in instalments of not less than Re. 1 a month, but they will be entitled to the benefit of the Fund from the date of completely paying up the sum of Rs. 4; *provided* the 4th rupee is paid *within six calender* months of the 1st payment; or *within the Calendar* year whichever is earlier. Otherwise the amounts paid shall be forfeited.

2. The Board has resolved that this bye-law be applicable also to those who have made part-payments; but they shall, as a special case be allowed to complete the payment of the 4th rupee till the 31st *of March* 1932.

Triplicane,
17-1-32.

R. RAMAKRISHNAN,
Hon. Secretary.

EDITORIAL

SIR RABINDRANATH TAGORE

The whole of India is rejoicing and with it the rest of the cultured world, on our beloved poet Rabindranath Tagore's attaining the psalmist's limits of three score and ten years. On this happy occasion he has received felicitations from all over the world and we in our own humble way place this offering of ours at the master's feet and felicitate him and pray to God that he be spared for many more years to be a source of inspiration and guidance to this beloved country of ours.

He is dear to us as the founder of Viswabharathi, the University and school of a new type. The teachers working under conventional schools, when they visit the place, feel that they are under a new atmosphere, an entirely new scheme of things. To have visualised the need for such an experiment and to have continued it single-handed so long entitles him to eternal gratitude of the teaching world. But this is only one of his claims upon us. He is great as the sublime artist who has introduced Beauty into our life and made our life thrill with joy by his songs and immortal poems. May he, we pray once again, live long and continue to inspire us.

THE ALL-INDIA EDUCATIONAL CONFERENCE.

The seventh session of the All-India Educational Conference was held at Bangalore during the last Christmas week. Dr. Sir C. V. Raman, who was to have presided, was unable to do so owing to ill-health and his place was worthily filled up by Mr. N. S. Subba Rao, M. A., Bar-at-Law, Director of Public Instruction of the State of Mysore. Mr. Subba Rao was to have played the part of the Chairman of the Reception Committee and owing to his unexpected promotion as the President of the Conference, Rao Bahadur B. Venkatesachar, of the Central College, Bangalore, became the Chairman of the Reception Committee.

Though these two eminent educationists had very little time to prepare their addresses, yet they acquitted themselves most creditably in their learned and thoughtful addresses. It is clear that they have been thinking of many educational problems for a long time and had only to crystallise their thoughts on the occasion.

His Highness the Maharaja of Mysore was graciously pleased to send a message of welcome which contained many a valuable observation on education. The message was respectfully received by the conference all the delegates standing and a suitable resolution was passed, conveying the gratitude of the conference to His Highness the Maharaja for his gracious welcome.

The Conference was spread over three days, on the 28th, 29th and 30th December, 1931, and was held in the spacious hall of the Intermediate College, Bangalore. Most of the delegates from outside Mysore were lodged in the Government Fort High School, Bangalore City. Over and above the two plenary sessions of the conference, the opening and the concluding, every day there were sectional meetings presided over by competent educationists. Though the organisers had advertised that there would be as many as 11 or 12 sections, ultimately the papers received were grouped under the following six sections, viz., Education and Changing India, Child Education, Women's Education, University Education, New Psychology and Education, and The Theory and Practice of Education.

There was also a well organised educational exhibition in the premises of the National High School, Basavangudy, Bangalore City, which was opened by Diwan Bahadur Rajasabhabhushana Sir K. P. Puttanna Chetty, Kt., C.I.E. The exhibits were mostly from schools actually working vari-

ous educational schemes and experiments and the exhibits on the New Education were particularly valuable and highly suggestive. There were also many exhibits showing the great progress made in the State of Mysore in the matter of Industrial and vocational education. Besides this, the enterprising publishers, both foreign and Indian, had put up a fine show in the rooms of the Intermediate College itself.

The Conference was extremely business-like in the few resolutions it passed. Most of the resolutions were of a non-controversial nature. It is interesting to note that the resolution upon vernaculars being made the media of instruction in schools and colleges met with some opposition as in Madras, though it was ultimately carried by a majority, also as in Madras.

The delegates were given an opportunity to visit the famous Institute of Science and after the conference session was over many delegates availed themselves of the facilities offered by the Reception Committee to organise an excursion to some of the famous sights of Mysore, such as, Sivasamudram Power House, the City of Mysore with its magnificent University and the Zoo, the Kannambadi reservoir and the historical city of Sirangapatam.

The All-India Federation of Teachers' Associations at a meeting of its council on the day previous to the conference discussed many an important matter as a result of which the procedure at conference would hereafter be attended to by a responsible authority and not left entirely to the Reception Committee which naturally would be very busy and have to attend to many things other than regular conference work. The opportunity was also availed of to have a meeting of editors and managers of various Indian educational journals and an officer has been appointed to collect educational news from various provinces to correlate, to edit and supply the same to constituent organisations until the A. I. F. T. A. takes up the task.

We may say that the conference as a whole was a great success, though we cannot help echoing the sentiment of a lady delegate. She said that we were attempting to do much and we were hard-pressed for time. She recommended concentrating attention on a particular problem for a year, as the new Educational Fellowship is doing in Europe. It is a suggestion well-worth the consideration of the authorities responsible for running future conferences.

THE GENIUS AND THE SCHOOL

A genius is a problem to the school. Instances of persons who had given indications of astonishing abilities even in the infant stage are not wanting. Dr. Arnold got from his father on his third birthday, Tobias Smollett's History of England in 24 volumes. John Stuart Mill "began to learn Greek at three, read Plato at seven, was mastering conic sections at nine." Lord Macaulay wrote a compendium of universal history at seven while Voltaire wrote verses almost "from his cradle". It is a standing reproach against schools that teachers have never been able to discover the gifted men. Charles Darwin was considered dull at school. Thomas Edison was "usually at the foot of his class in grammar school". Samuel Johnson, Jonathan Swift and William Wordsworth were "stigmatised as indolent and of slight ability". "Louis Pasteur and W. E. Gladstone fitted so ill into the iron-clad school system which, they found, did not suit either their needs or their interests, that they were looked upon as mediocrities". The modern teacher has got a very difficult task before him. It is not for him to follow a rule of thumb process. He should be in a position to understand the mind of the child and to apply his knowledge of Heredity and Psychology to the study of the gifted and retarded children. While he has to look to the needs and in-

terests of the gifted children, it is also expected of him to find out whether the backwardness of a child is due to poor heredity or to any defect in the school itself.

The remarks of Francis Galton in his autobiography should open the eyes of the teacher. He felt that his schooling was a waste of time and had recorded *"I had craved what was denied"*.

The small book of "Practical applications of Heredity" by Mr. Paul Popenoe (published in 1930 and available in the Madras University Library) contains valuable information for teachers. The author refers to the investigations on the childhood of eminent men carried out by Dr. C. M. Cox. The conclusions of Dr. Cox as quoted in this book may be found interesting:

(1) Youths who achieve eminence have, in general, (a) a heredity above the average, (b) superior advantages in early environment. . . . . . Heredity has the final decision.

(2) Youths who achieve eminence are distinguished in childhood by behaviour which indicates an unusually high IQ.

(3) That all equally intelligent children do not as adults achieve eminence is in part accounted for by our last conclusion: youths who achieve eminence are characterised not only by high intellectual traits, but also by *persistence of motive and effort, confidence in thir abilities, and great strength or force of character.* Since the IQ is, so to speak, inborn, it is in these last respects that education has its principal opportunity to produce valuable citizens.

Mr. Popeneo calls our attention to the unsuitability of the conventional curriculum of our schools and laments that public schools are not keen on pursuing the right policy. The inborn intellect can, he believes, be trusted to take care of itself. He wants our schools to supplement the inherent endowment by "inculcating love of truth, habits of diligence, and a well-nourished imagination". How others view our work in schools is plain from the following remarks:

"All these things (love of truth, etc.,) are, at least, as necessary to success in life as the ability to tell the exact location of Cape Guardafui or to translate from the original Latin the specifications of a wooden bridge which Julius Cæsar built across the Rhine in 54 B. C. . . . . If the schools cannot succeed in this department of education, they will have little excuse for taking the child away from the parents, and parents will have even less excuse for thrusting the education of their offspring wholly into the hands of hirelings". It may be that the sentiment is expressed in unnecessarily strong language but we who are anxious to have our claims as professional experts recognised shall do well to see ourselves as others see us and to have a proper perspective.

DRASTIC REVISION.

Perhaps there is nothing new under the sun. Dr. C. A. Alington, Headmaster of Eton is reported to have observed on the occasion of the Headmaster's Conference that "the average school boy is taught too many subjects in a school in a scholarly way and that they (teachers) ought to begin by separation of indispensable knowledge from desirable knowledge." Dr. Cyril Norwood of Harrow went one step further and took strong objection to the practice of allowing "the education of quarter of a million boys and girls to be determined solely by the academic demand of universities, to the exclusion of the interests of commerce". He also expressed the view that the examination system should be changed. What should we say of the conditions prevailing in our country, especially in South India! In his presidential address delivered at the Seventh All-India Educational Conference, Mr. N. S. Subba Rao, the Director of Public Instruction, Mysore, pleaded strongly for a change in the curriculum and emphasised the ne-

cessity of adapting our courses to the changing conditions of modern life. That the system of education requires thorough overhauling is admitted by all. It is not easy to point to any address of any importance regarding education where a reform of secondary education is not strongly advocated. One may perhaps be curious to know why nothing is attempted by way of reform. It is our mental attitude that is responsible for this unsatisfactory condition and the observations which Sir M. Visweswarayya had made on the occasion of the opening of the All-India Swadeshi Exhibition may be read with interest: "Industries, you see, are a matter of life and death to our people. The shame and humiliation is ours that we do not show sufficient anxiety or concern for their development. Our people have got used *to taking these comparisons*, when placed before them, *with a sort of dazed unconcern*, not with the live interest commonly evinced by the people of the west or Japan. The bulk of our population show no more practical interest in these matters than if they came from the epic stories of Ancient India. One often gets a feeling akin to despair; it looks as though the spring of youth, of zest, of enterprise, is permanently blotted out of the life of the people of this unhappy land." One has only to substitute "education" of "industries" and "teachers" for "people" and the diagnosis will not be found to be incorrect. The changing conditions of modern life are a challenge to the school and teachers will not be enhancing their prestige if they expect others to take the initiative. We should like to endorse the view expressed by Mr. N. S. Subba Rao in his address that teachers should take a bold stand in educational matters and should impress the public with the value of their expert knowledge. Every teacher feels that the present system satisfies neither the school nor the university and that a change is necessary in order to prevent the huge waste. But as a body, teachers do not press this point of view and they seem to think that the desired reform is not "practical politics". The time has come for teachers to speak out and to warn the public of the serious consequences of persisting in the attitude of drift.

* * *

FACTS AND NOT OPINIONS :

"Beliefs and opinions we have in abundance and based upon these, an amazing industry, but of scientific information we have little". In these words Mr. M. E. Haggerty, Dean of the College of Education and Professor of Educational Psychology, University of Minnesota, introduced the topic of "Student ability and its measurement" before the special conference held at the university of Minnesota in 1927. A few thinkers in the University seemed to have felt the need for a careful and scientific study of the different problems of higher education. A number of topics relating to the problems confronting the university were first considered at a faculty conference. The results of these investigations were then placed before a more representative body of experts for fuller discussion. Specialists who have been working at the different problems presented their case and explained the nature of the problem. Thirty-five topics have been dealt with in this manner and among them we find: University problems of vital concern, Educational experiments and Publicity, student Ability and its Measurement, the Selection of college students, the Control of student life, a College curriculum for women, and the Trend of Reorganisation in Higher Education as affecting the Junior College. It is a matter for great satisfaction that the university of Minnesota should have chosen to publish the proceedings of this special conference under the title of Problems of College Education. Dr. Earl Hudelson, who has undertaken the editing of this volume has succeeded in making it interesting and attractive.

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